



Kentucky Department
of Education

KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601

Gene Wilhoit, Commissioner of Education

During the spring of the 2001-2002 school year, end-of-primary, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness.

This report is the second comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards used beginning in 2001, putting all four years of KCCT data on the same and comparable scale. The performance standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes four years of trend data: spring 1999, 2000, 2001 and 2002. Therefore each school has a baseline starting point in 2000, and the first point on the growth chart in 2002, beginning a performance trend line that can be compared to the goal line leading to proficiency by 2014.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

The Kentucky Department of Education urges districts to share this data as quickly as possible with individual members of local school boards and of each school's School Based Decision Making Council, in ways that do not violate the state open meetings law or break the embargo.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

SPRING 2002 KENTUCKY PERFORMANCE REPORT

District: REGION 8

Code: 908

Grade: PRIMARY-12

DATA REVISED AFTER SEPTEMBER 19, 2002 PUBLIC RELEASE

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SPRING 2002 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2002 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System Alternate Portfolio Assessment*: fourth-, eighth, or twelfth-grade.

Students in grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open-response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2002 data reported here and are combined with the open-response data. They are included such that multiple-choice items are weighted at approximately 33% and open-response items at approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



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ACCOUNTABILITY CYCLE 2002

Region: : REGION 8
 Code: 908

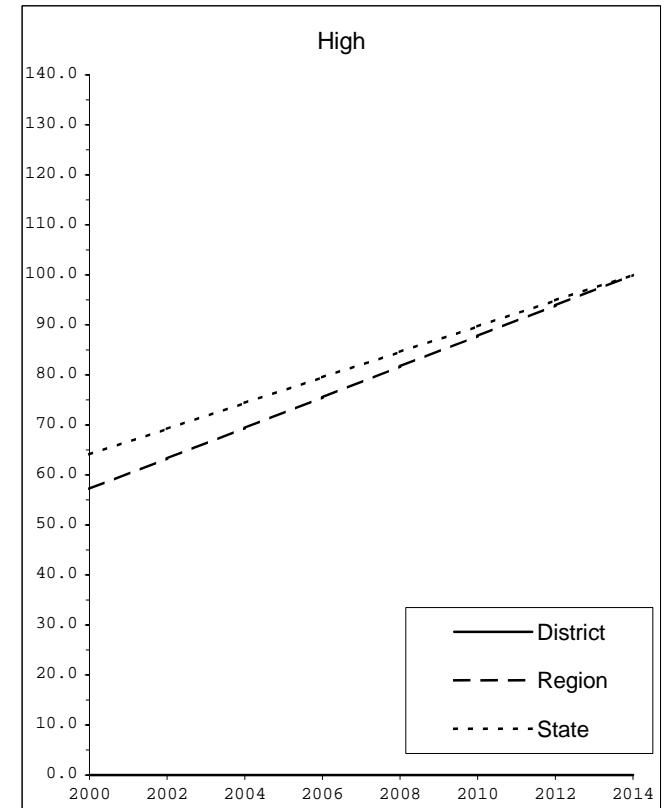
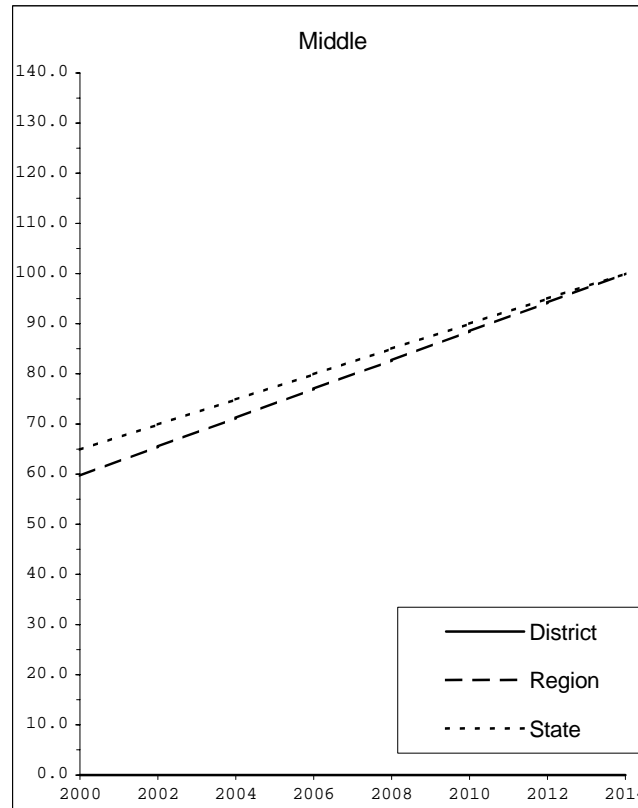
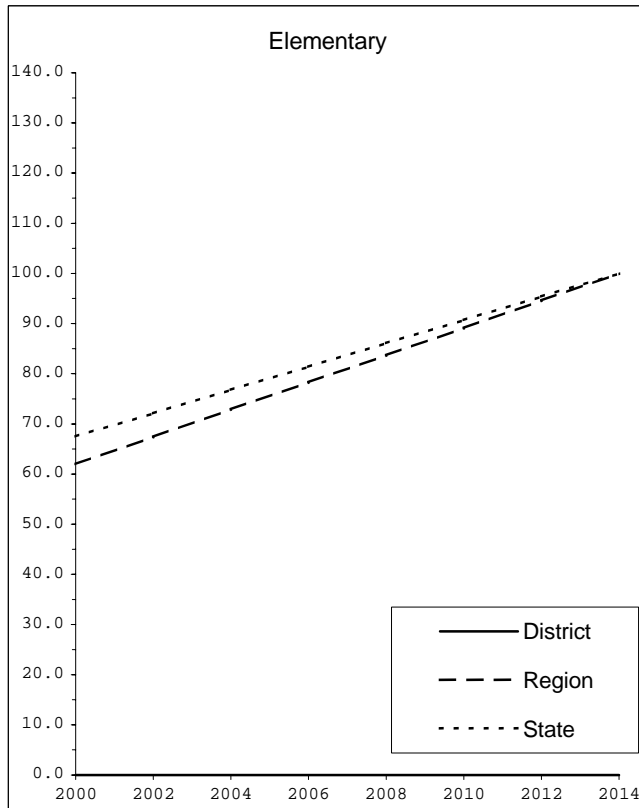
District Name	Assistance			Progressing		Meet Goal	
	3	2	1	Non-Rewarded	Rewarded	Non-Rewarded	Rewarded
BREATHITT CO	-	-	-	1	1	-	4
FLOYD CO	-	-	-	9	1	-	6
HAZARD IND	-	-	-	-	-	-	2
JACKSON IND	-	-	-	-	-	-	1
JENKINS IND	-	-	-	2	-	-	-
KNOTT CO	1	-	-	2	-	1	6
LEE CO	1	-	-	1	1	-	1
LESLIE CO	-	-	1	3	2	-	2
LETCHER CO	-	-	-	6	3	-	3
MAGOFFIN CO	1	1	1	1	1	-	3
OWSLEY CO	-	-	-	1	-	-	1
PERRY CO	2	1	-	4	1	-	5
PIKE CO	1	-	-	5	3	2	16
PIKEVILLE IND	-	-	-	1	-	-	1
WOLFE CO	-	-	-	2	-	-	3
Total	6	2	2	38	13	3	54



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KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY CYCLE 2002

District: REGION 8
 Code: 908

District, Region and State Comparison



Goal Lines		2000	2002	2004	2006	2008	2010	2012	2014
Elementary	District	.	.	.	.	.	.	.	.
	Region	62.0	67.4	72.9	78.3	83.7	89.1	94.6	100.0
	State	67.5	72.1	76.8	81.4	86.1	90.7	95.4	100.0
Middle	District	.	.	.	.	.	.	.	.
	Region	59.7	65.5	71.2	77.0	82.7	88.5	94.2	100.0
	State	64.9	69.9	74.9	79.9	85.0	90.0	95.0	100.0
High	District	.	.	.	.	.	.	.	.
	Region	57.2	63.3	69.4	75.5	81.7	87.8	93.9	100.0
	State	64.1	69.2	74.4	79.5	84.6	89.7	94.9	100.0

NOTE: District, Region and State goal lines do not include a standard error in their calculation as in the calculation of School goal lines.



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ACCOUNTABILITY TREND

District: REGION 8
Code: 908
Grade: Elementary

Academic Index				
	1999	2000	2001	2002
Reading	72.8314	75.5071	76.6922	78.0197
Mathematics	48.0020	53.7290	56.1077	61.2288
Science	67.0825	69.3170	75.2290	75.4511
Social Studies	59.1051	61.9338	62.9189	67.0523
Arts and Humanities	34.7126	37.6862	38.1516	43.3903
Prac. Living/Voc. Studies	61.6069	62.1982	65.3293	68.0422
Writing	47.7569	50.7756	56.1867	62.0036
Total Academic Index	58.0	61.2	64.1	67.5

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	70.3903	79.3415	79.1954	84.7284

Elementary Accountability Index				
	1999	2000	2001	2002
Accountability Index	60.3	63.7	66.3	69.6

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	93.94	93.77	93.79	93.42
Dropout Rate				
Retention Rate	1.34	1.41	1.87	1.07
Successful Transition to Adult Life				
Non-Academic Index	94.8840	94.7340	94.6580	94.5220

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested End of Primary	3,613	3,432	3,331	3,130
Number Tested Grade 4	3,262	3,352	3,347	3,295
Number Tested Grade 5	3,202	3,238	3,303	3,329



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ACCOUNTABILITY TREND

District: REGION 8
 Code: 908
 Grade: Middle School

Academic Index				
	1999	2000	2001	2002
Reading	72.5830	73.4814	75.9655	76.8038
Mathematics	46.7560	51.3006	53.7393	54.5300
Science	53.7967	55.5473	58.8888	63.6961
Social Studies	53.9339	57.6295	59.5667	61.8870
Arts and Humanities	49.6529	55.3383	53.9613	57.0684
Prac. Living/Voc. Studies	58.4062	59.9185	59.8241	61.3484
Writing	41.9782	42.8327	46.5838	50.8546
Total Academic Index	53.8	56.4	58.6	61.2

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	64.9790	69.0898	71.1243	71.6203

Middle School Accountability Index				
	1999	2000	2001	2002
Accountability Index	58.5	60.9	62.8	65.0

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	93.59	93.18	93.24	93.13
Dropout Rate	0.59	0.29	0.23	0.32
Retention Rate	1.94	1.65	1.96	2.33
Successful Transition to Adult Life				
Non-Academic Index	96.5420	96.5540	96.4660	96.2560

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 6	3,338	3,164	3,202	3,308
Number Tested Grade 7	3,581	3,355	3,214	3,242
Number Tested Grade 8	3,532	3,480	3,248	3,171



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ACCOUNTABILITY TREND

District: REGION 8
Code: 908
Grade: High School

Academic Index				
	1999	2000	2001	2002
Reading	58.3111	61.5226	62.2920	58.9237
Mathematics	44.7299	46.0023	49.8478	51.1778
Science	51.6663	54.0697	55.9978	57.0819
Social Studies	54.4039	55.4068	57.7079	59.4675
Arts and Humanities	41.5885	45.7981	50.2591	54.4077
Prac. Living/Voc. Studies	66.0303	65.9928	66.3169	65.0430
Writing	53.9457	49.6402	56.0693	56.7225
Total Academic Index	52.8	53.8	56.7	57.2

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	56.9156	58.6028	60.0387	63.0746

High School Accountability Index				
	1999	2000	2001	2002
Accountability Index	56.8	57.6	60.3	60.8

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	90.73	90.59	90.58	90.14
Dropout Rate	5.70	5.52	5.54	5.78
Retention Rate	9.42	9.26	9.43	8.91
Successful Transition to Adult Life	91.46	89.77	91.54	91.75
Non-Academic Index	92.3350	91.7488	92.3945	92.3213

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 9	3,897	3,693	3,619	3,337
Number Tested Grade 10	3,294	3,207	3,077	3,100
Number Tested Grade 11	3,032	2,914	2,767	2,693
Number Tested Grade 12	2,756	2,759	2,666	2,550



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KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 8
 Code: 908
 Grade: 04

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	1,547	1,580	1,638	1,531	SD*	SD*	SD*	SD*	SD*	n	SD*	n		
Ethnicity (White) vs African American	3,165	3,224	3,243	3,189	SD*	SD*	n	n	SD*	SD*	n	n		
vs Hispanic	24	40	23	29										
vs Asian	2	6	4	8			SD*				n			
vs Other	8	7	10	2										
	11	6	15	12	n		n	n	n		n	n		
Title I (Participating) vs Non-Participating	3,217	3,298	3,268	3,266										
	30	27	48		n	n	n		n	n	n			
Migrant Program (Participating) vs Non-Participating	69	143	58	58	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*		
	3,178	3,182	3,258	3,208										
Limited English Proficiency (Participating) vs Non-Participating	6	3	2	1										
	3,241	3,322	3,314	3,265										
Extended School Services (Participating) vs Non-Participating	1,072	1,190	1,198	1,267	SD*	SD*	SD*	SD*	SD*	n	SD*	n		
	2,175	2,135	2,118	1,999										
Gifted and Talented Program (Participating) vs Non-Participating	429	469	474	468	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	2,818	2,856	2,842	2,798										
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	2,251	2,391	2,372	2,334	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	996	934	944	932										
Disability Status (With) vs Without	330	351	349	380	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	2,917	2,974	2,967	2,886										

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 8
 Code: 908
 Grade: 05

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	1,527	1,527	1,561	1,638	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American	3,127	3,124	3,191	3,236	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*	SD*	n	n	SD*	n	SD*
vs Hispanic	22	21	37	25																
vs Asian	4	5	8	5																
vs Other	6	10	4	11		SD*		SD*		SD*		SD*		SD*		SD*		SD*		SD*
	11	11	8	14	n	n		n	n	n		n	n	n		n	n			SD*
Title I (Participating) vs Non-Participating	3,164	3,175	3,233	3,300																
	23	36	38		n	n	n		n	SD*	n		n	n	n		n	SD*	SD*	
Migrant Program (Participating) vs Non-Participating	71	79	44	39																
	3,116	3,132	3,227	3,261	SD*	SD*	n	n	SD*	SD*	n	n	SD*	SD*	n	SD*	SD*	SD*	SD*	n
Limited English Proficiency (Participating) vs Non-Participating	2	2	3																	
	3,185	3,209	3,268	3,300																
Extended School Services (Participating) vs Non-Participating	920	919	974	1,042																
	2,267	2,292	2,297	2,258	SD*	n	n	n	SD*	SD*	n	SD*	SD*	SD*	n	n	SD*	SD*	n	n
Gifted and Talented Program (Participating) vs Non-Participating	412	484	507	589																
	2,775	2,727	2,764	2,711	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	2,166	2,182	2,354	2,297																
	1,021	1,029	917	1,003	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Disability Status (With) vs Without	364	374	365	397																
	2,823	2,837	2,906	2,903	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 8
 Code: 908
 Grade: 07

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	1,714	1,587	1,509	1,521	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n		
Ethnicity (White) vs African American	3,476	3,248	3,130	3,147	n	SD*	n	SD*	n	SD*	n	SD*		
vs Hispanic	21	26	13	19										
vs Asian	7	4	4	5										
vs Other	7	8	9	8										
	13	11	14	13	n	n	n	n	n	n	n	n		
Title I (Participating) vs Non-Participating	3,134	2,765	2,658	2,676	n	n	SD*	SD*	SD*	n	SD*	SD*		
	414	551	521	530										
Migrant Program (Participating) vs Non-Participating	71	54	43	50	n	SD*	SD*	SD*	n	SD*	SD*	SD*		
	3,477	3,262	3,136	3,156										
Limited English Proficiency (Participating) vs Non-Participating	1	3	2	2										
	3,547	3,313	3,177	3,204										
Extended School Services (Participating) vs Non-Participating	792	917	954	1,008	SD*	n	n	SD*	SD*	n	n	SD*		
	2,756	2,399	2,225	2,198										
Gifted and Talented Program (Participating) vs Non-Participating	458	428	492	527	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	3,090	2,888	2,687	2,679										
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	2,230	2,138	2,131	2,125	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	1,318	1,178	1,048	1,081										
Disability Status (With) vs Without	383	432	386	374	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	3,165	2,884	2,793	2,832										

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 8
 Code: 908
 Grade: 08

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	1,688	1,671	1,553	1,477	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	3,428 25 5 9 16	3,389 18 7 6 12	3,154 27 6 10 10	3,084 14 8 6 13	n n SD* SD*	n n SD*	SD* SD*	n n	n n SD*	n n SD*	n n SD*	n n	n n SD*	n n SD*	n n SD*	n n	SD* SD*	n SD*	SD* SD*	n n
Title I (Participating) vs Non-Participating	3,157 342	2,904 537	2,662 551	2,671 464	n SD*	SD* SD*	SD*	SD*	n SD*	SD* SD*	SD*	SD*	n SD*	SD* SD*	n SD*	SD*	n SD*	SD* SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	63 3,436	43 3,398	94 3,119	34 3,101	n n	n SD*	SD*	n	n SD*	SD* SD*	SD*	SD*	n n	n SD*	n SD*	SD*	SD* SD*	n SD*	n SD*	SD*
Limited English Proficiency (Participating) vs Non-Participating	3 3,496	4 3,437	13 3,200	1 3,134			n			n				n				n		
Extended School Services (Participating) vs Non-Participating	500 2,999	638 2,803	675 2,538	621 2,514	SD*	n	n	SD*	SD*	n	n	SD*	SD*	n	n	SD*	SD*	n	n	n
Gifted and Talented Program (Participating) vs Non-Participating	467 3,032	496 2,945	468 2,745	496 2,639	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	2,142 1,357	2,331 1,110	2,105 1,108	2,027 1,108	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Disability Status (With) vs Without	375 3,124	385 3,056	424 2,789	346 2,789	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 8
 Code: 908
 Grade: 10

SUBGROUPS:	Number of Students				READING GAP				PL/Vs GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	1,617	1,553	1,464	1,499										
	1,647	1,626	1,575	1,567	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	3,190 23 9 8 12	3,108 28 10 5 15	2,983 21 4 8 13	3,010 21 10 7 15		n n n SD*				n n n n n				
Title I (Participating) vs Non-Participating	687 2,587	627 2,561	624 2,419	1,302 1,768		n n	SD*	SD*		SD*	n	SD*	n	
Migrant Program (Participating) vs Non-Participating	13 3,261	23 3,165	19 3,024	40 3,030		n SD*	n	n		n SD*	n	n		
Limited English Proficiency (Participating) vs Non-Participating	44 3,230	2 3,186	4 3,039	2 3,068		SD*				SD*				
Extended School Services (Participating) vs Non-Participating	503 2,771	447 2,741	469 2,574	551 2,519		n n	n	SD*		n n	n	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	348 2,926	320 2,868	419 2,624	393 2,677		SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	1,559 1,715	1,730 1,458	1,701 1,342	1,770 1,300		SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	3,274 1,223	1,965 1,223	1,397 873 773	1,315 903 852			SD*	n			SD*	n		
						SD*	SD*	SD*		SD*	SD*	SD*		
Disability Status (With) vs Without	262 3,012	252 2,936	311 2,732	327 2,743		SD*	SD*	SD*	SD*	SD*	SD*	SD*		

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 8
 Code: 908
 Grade: 11

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SCIENCE GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	1,524	1,460	1,359	1,315																
	1,480	1,433	1,374	1,347	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	2,937 20 5 5 20	2,823 22 9 10 18	2,665 29 9 4 20	2,609 20 3 6 13		n	n	n	n		n	n	n	n	n	n	n	n	n	n
							SD*			SD*				SD*				SD*		
					n	n	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	n	n	SD*
Title I (Participating) vs Non-Participating	589 2,423	569 2,326	525 2,210	1,114 1,549		n	n	n	SD*		n	n	n	SD*		n	n	n	SD*	
Migrant Program (Participating) vs Non-Participating	13 2,999	13 2,882	13 2,722	11 2,652		n	n	n	n	SD*	n	n	n	n		SD*	n	n	n	n
Limited English Proficiency (Participating) vs Non-Participating	17 2,995	8 2,887	12 2,723	1 2,662		n		SD*		SD*		n			SD*				n	
Extended School Services (Participating) vs Non-Participating	530 2,482	510 2,385	421 2,314	482 2,181		n	SD*	n	SD*		n	SD*	SD*	n		n	SD*	n	SD*	
Gifted and Talented Program (Participating) vs Non-Participating	441 2,571	321 2,574	365 2,370	439 2,224	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	1,368 1,644	1,372 1,523	1,403 1,332	1,397 1,266	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	3,012 1,068	1,827 416	1,386 933 416	1,168 914 581				SD*	SD*			n	SD*			SD*	SD*		SD*	SD*
						SD*	SD*	SD*	SD*		n	n	SD*		SD*	SD*	SD*		SD*	SD*
Disability Status (With) vs Without	201 2,811	192 2,703	204 2,531	245 2,418	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.

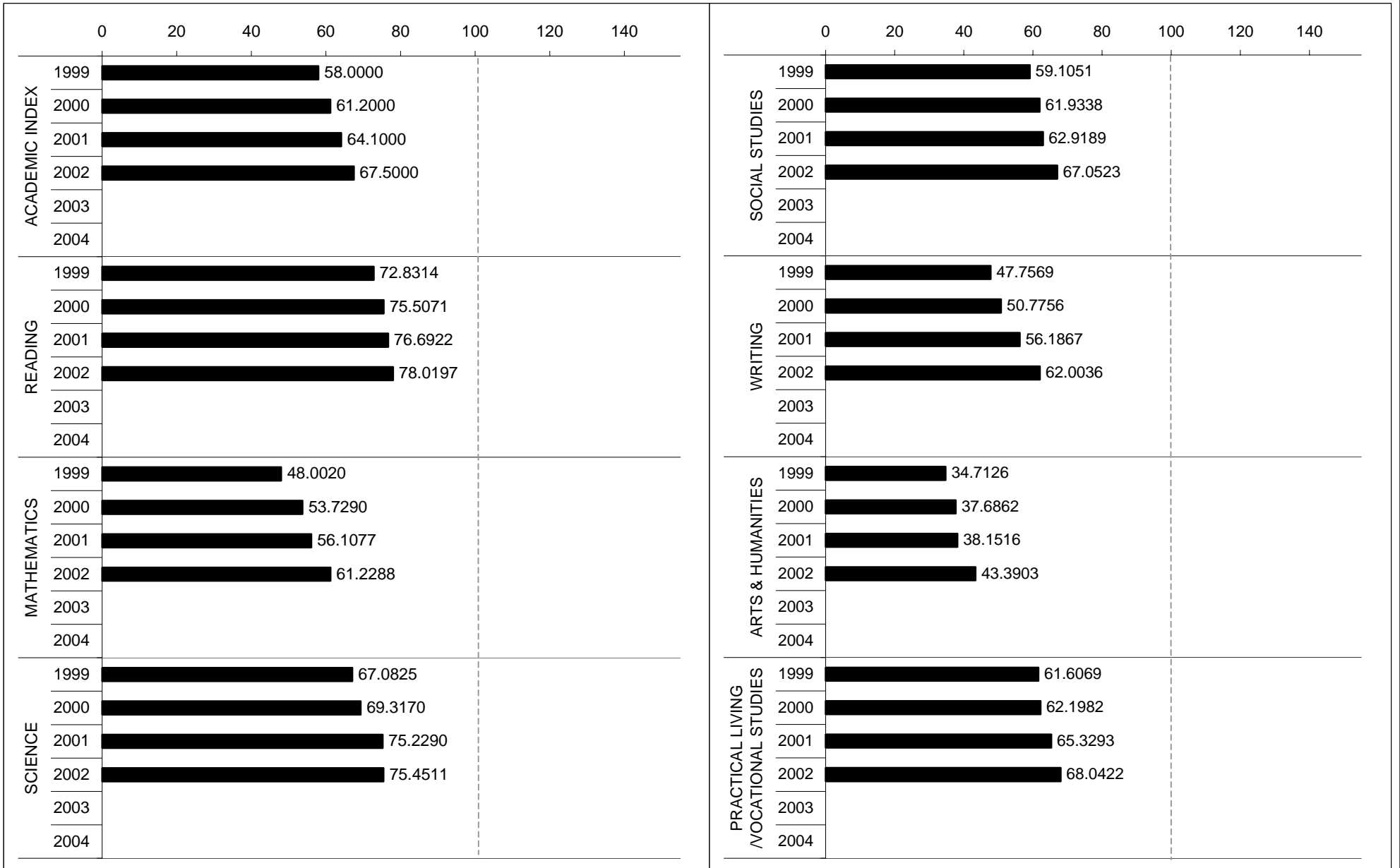


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: REGION 8

Code: 908

Grade: 04/05

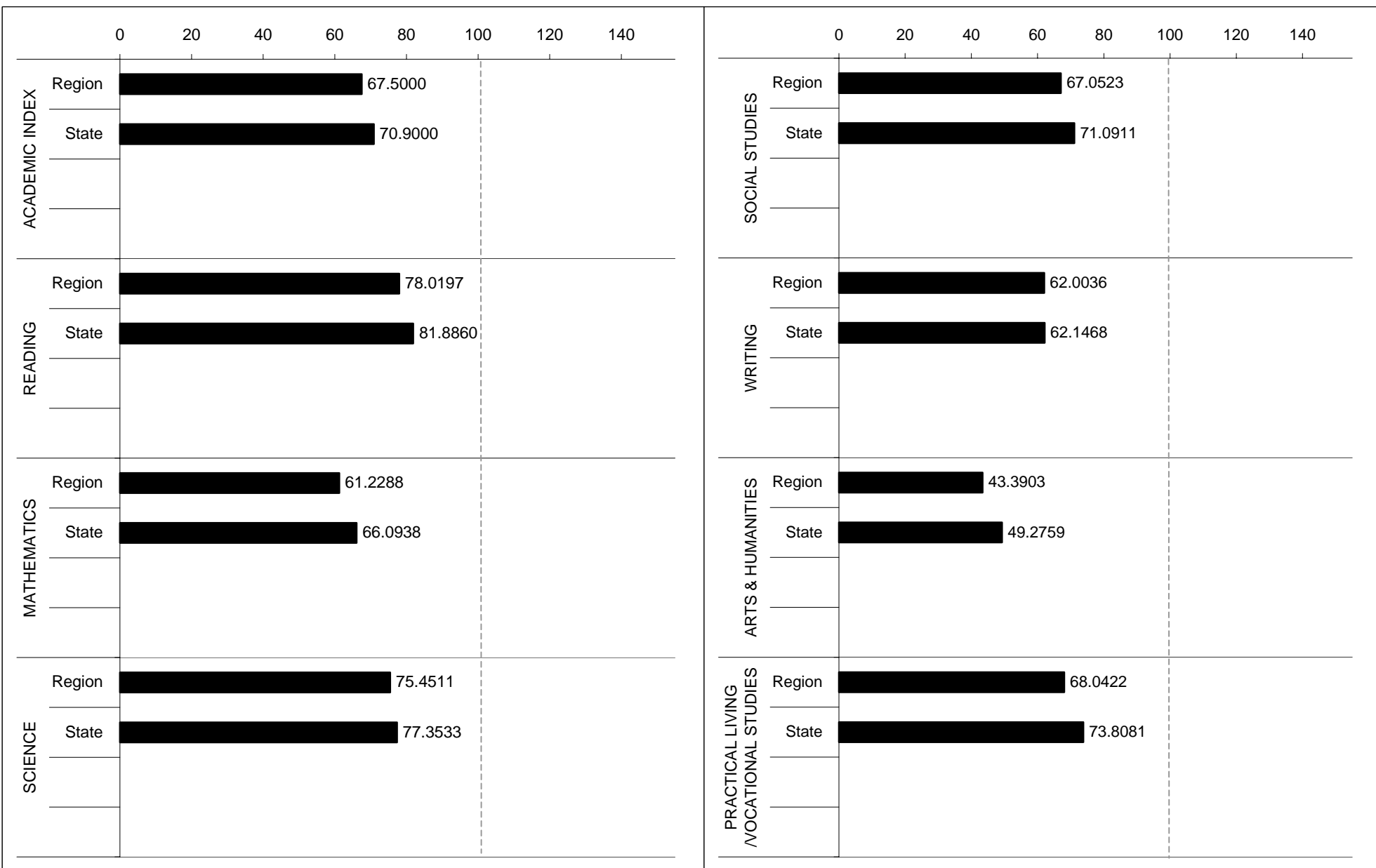


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: REGION 8

Code: 908

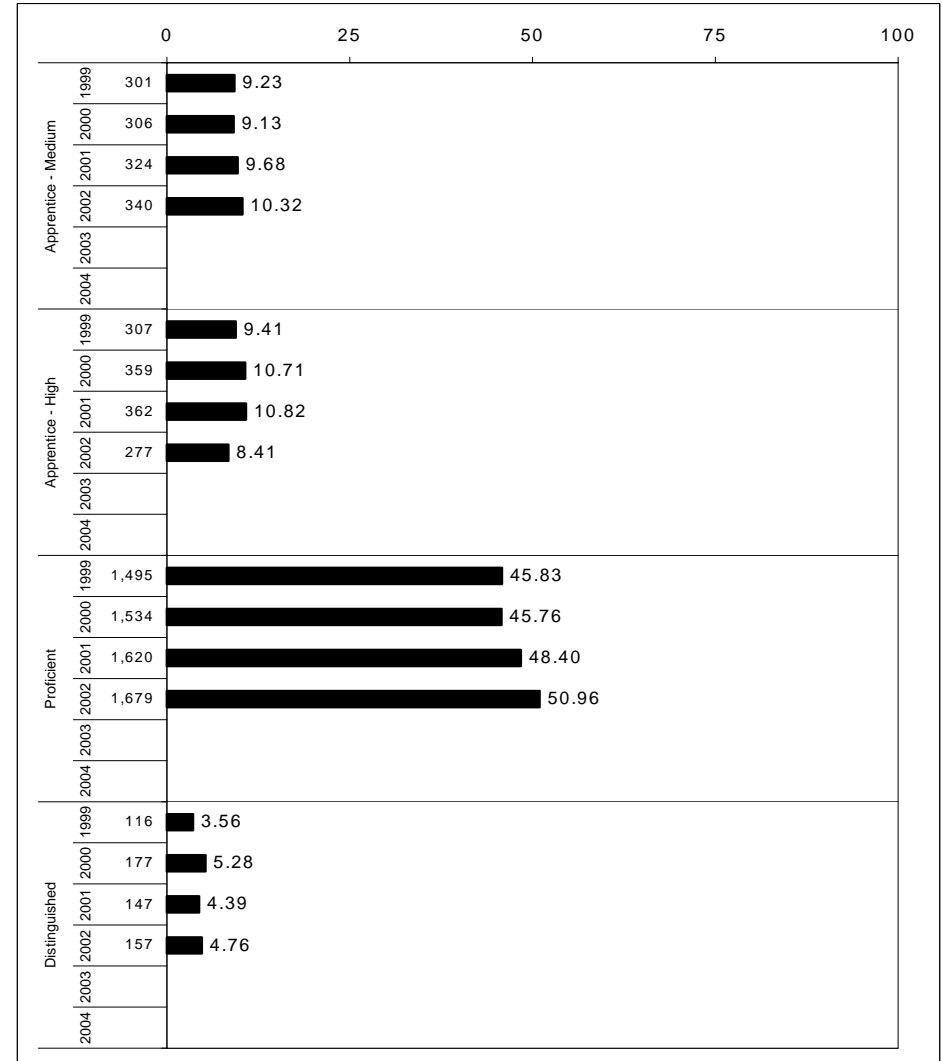
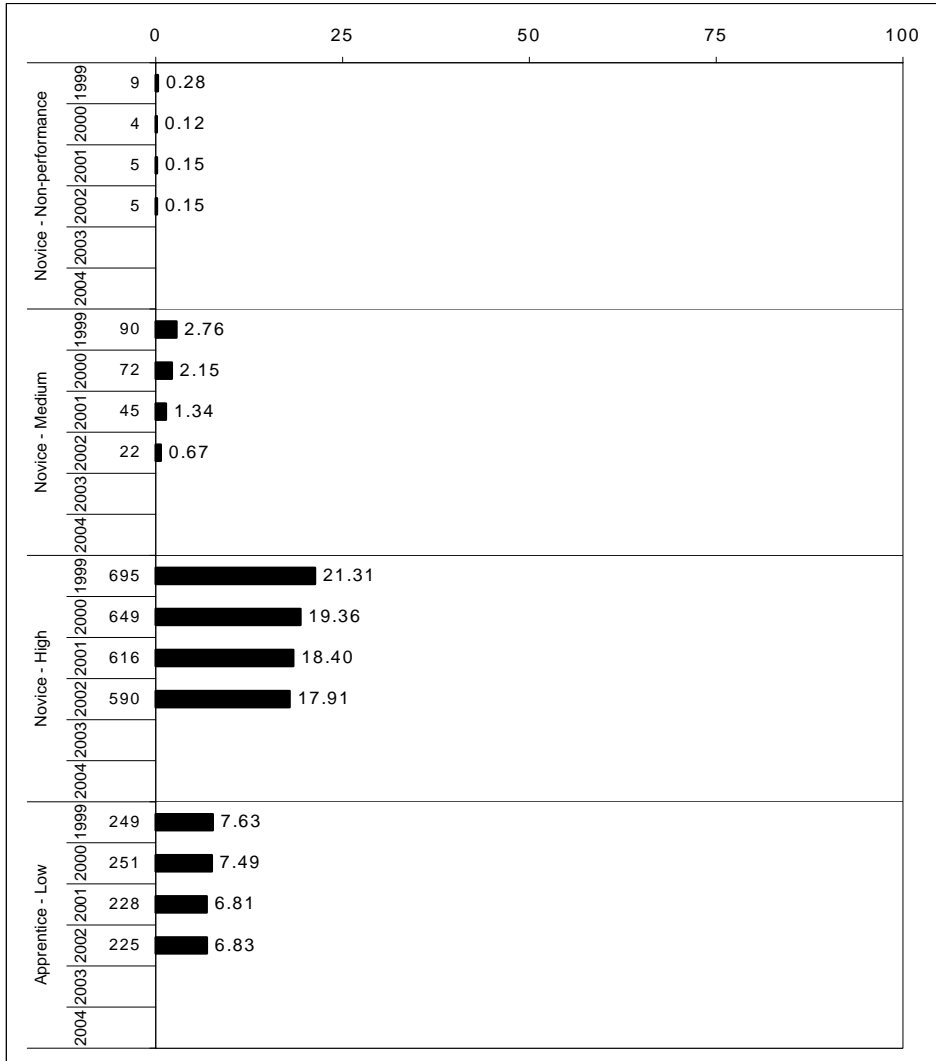
Grade: 04/05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: REGION 8
Code: 908
Grade: 04

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	75	2.2	2.3									
Informational	40	2.2	2.3									
Persuasive	15	2.1	2.2									
Practical/Workplace	20	2.1	2.2									

District: Top
State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 04

OPEN RESPONSE	No.	REGION										STATE										School	
	Items	No.	Percents								Mean	Std. Err.	No.	Percents								Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations	B			0	1	2	3	4						
1.0.x - Literary	15	9,797	0	5	23	53	16	2	1.9	0.0	146,558	0	4	22	54	17	3	1.9	0.0				
2.0.x - Informational	8	4,890	0	4	22	55	16	3	1.9	0.0	73,212	0	3	20	54	18	4	2.0	-0.1				
3.0.x - Persuasive	3	1,628	0	5	23	56	15	2	1.9	0.0	24,490	0	3	21	57	17	2	1.9	0.0				
4.0.x - Practical/Workplace	4	3,263	0	6	24	48	18	3	1.9	0.0	48,852	0	5	22	48	20	5	2.0	-0.1				
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult									
1.0.x - Literary	60	39,188	72	28	0	0.72	0.00	586,232	75	25	0	0.75	-0.03										
2.0.x - Informational	32	19,560	70	30	0	0.70	0.00	292,848	73	27	0	0.73	-0.03										
3.0.x - Persuasive	12	6,512	68	32	0	0.68	0.01	97,960	70	30	0	0.70	-0.02										
4.0.x - Practical/Workplace	16	13,052	65	35	0	0.65	0.00	195,408	68	31	0	0.68	-0.03										



SPRING 2002 KENTUCKY PERFORMANCE REPORT READING QUESTIONNAIRE DATA

District: REGION 8

Code: 908

Grade: 04

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school	141	4%	(5%)	656	20%	(27%)	1,496	46%	(45%)	940	29%	(23%)	22	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	39	1%	(1%)	93	3%	(2%)	1,911	59%	(59%)	1,194	37%	(37%)	21	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	137	4%	(3%)	106	3%	(3%)	518	16%	(18%)	2,474	76%	(74%)	22	1%	(1%)
39 On a typical school day, how much time do you spend reading in classes other than reading class?	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
	142	4%	(4%)	1,541	47%	(51%)	1,107	34%	(32%)	246	8%	(7%)	200	6%	(5%)
Invalid Response															
29															
1%															
(1%)															
In your class, how often do you do the following:															
40 listen to an adult read aloud	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	176	5%	(6%)	926	28%	(32%)	377	12%	(10%)	622	19%	(17%)	1,140	35%	(34%)
41 use a chart or web when you read	824	25%	(35%)	1,074	33%	(33%)	469	14%	(11%)	488	15%	(11%)	375	11%	(8%)
42 read stories, poems, or books other than a textbook	186	6%	(5%)	740	23%	(24%)	435	13%	(13%)	801	25%	(22%)	1,080	33%	(36%)
43 read newspapers or magazines	693	21%	(23%)	934	29%	(33%)	633	19%	(18%)	504	15%	(13%)	475	15%	(11%)
44 spend time thinking or talking about what you are going to read BEFORE you read	618	19%	(21%)	777	24%	(29%)	530	16%	(15%)	633	19%	(17%)	670	21%	(17%)
45 use a computer to read poems, articles, stories, or books	1,239	38%	(44%)	811	25%	(26%)	401	12%	(10%)	416	13%	(10%)	362	11%	(9%)
46 use a computer to answer questions about poems, articles, stories or books you have read	1,084	33%	(35%)	747	23%	(27%)	420	13%	(12%)	483	15%	(13%)	498	15%	(12%)
47 write about what you read	406	12%	(15%)	1,077	33%	(37%)	546	17%	(15%)	606	19%	(16%)	603	18%	(15%)
48 talk about what you read with a teacher or other students	386	12%	(13%)	900	28%	(33%)	473	14%	(14%)	660	20%	(17%)	822	25%	(21%)

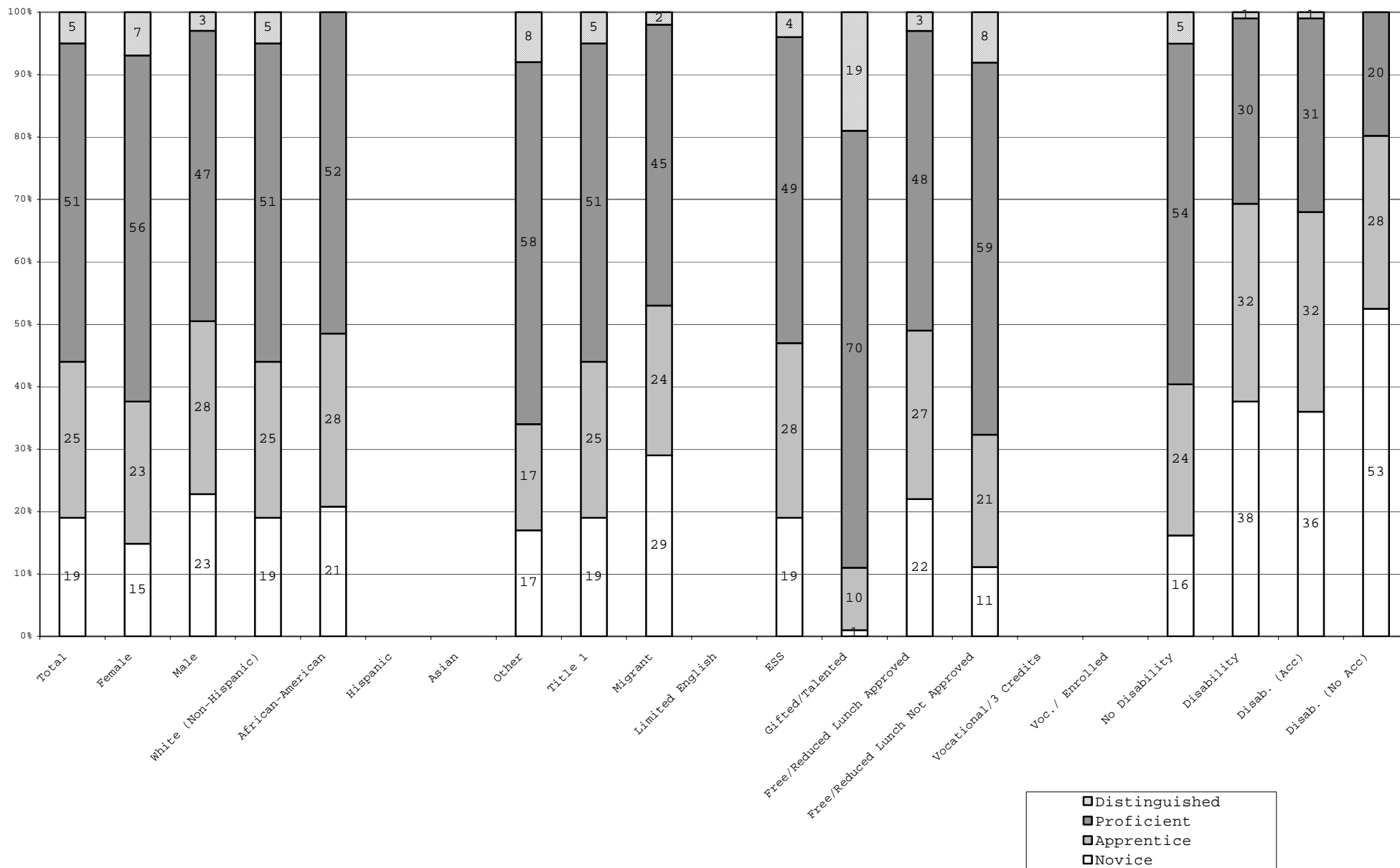
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 04

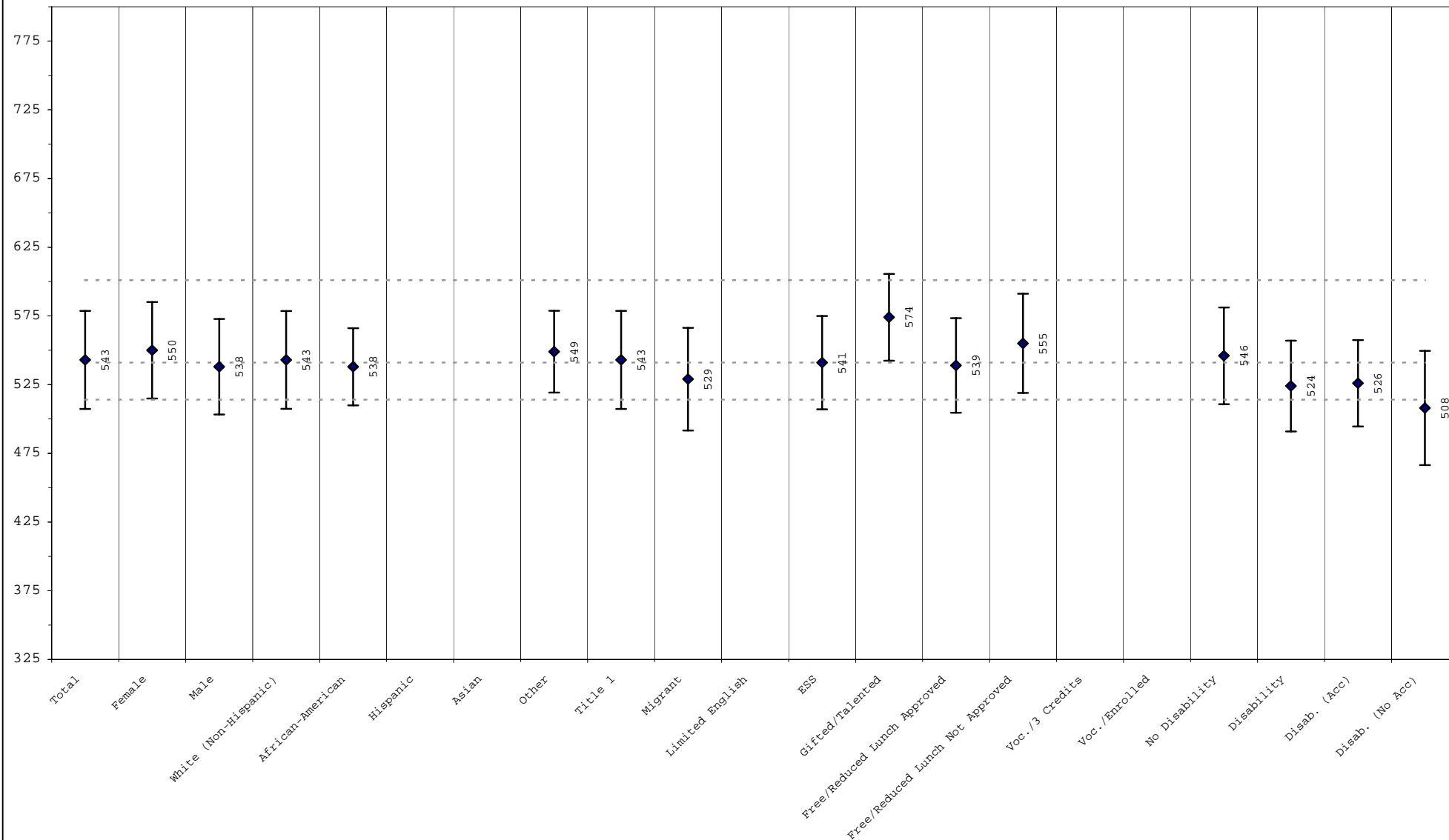


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: REGION 8
 Code: 908
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 8
 Code: 908
 Grade: 04

SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total						3,266		543 (0.6)	48,888		548 (0.2)
Gender:											
Female						1,531	47%	550 (0.9)	23,522	48%	553 (0.2)
Male						1,732	53%	538 (0.8)	25,332	52%	543 (0.2)
Gap Female vs Male								12*			10*
Ethnicity											
White (Non-Hispanic)						3,189	98%	543 (0.6)	41,691	85%	550 (0.2)
African-American						29	1%	538 (5.2)	5,494	11%	531 (0.5)
Hispanic						8			528	1%	539 (1.6)
Asian						2			305	1%	564 (2.0)
Other						12		549 (8.6)	595	1%	547 (1.4)
Gap White vs African American								5			19*
Gap White vs Hispanic											11*
Gap White vs Asian											-14*
Gap White vs Other								-6			3*
Title I											
Participating Students						3,266	100%	543 (0.6)	33,183	68%	543 (0.2)
Not Participating									15,705	32%	558 (0.3)
Gap Participating vs Non-Participating											-15*
Migrant Program											
Participating Students						58	2%	529 (4.9)	692	1%	535 (1.2)
Not Participating						3,208	98%	544 (0.6)	48,196	99%	548 (0.2)
Gap Participating vs Non-Participating								-15*			-13*
Limited English Proficiency											
Participating Students						1			214		531 (2.5)
Not Participating						3,265	100%	543 (0.6)	48,674	100%	548 (0.2)
Gap Participating vs Non-Participating											-17*
Extended School Services											
Participating Students						1,267	39%	541 (1.0)	15,656	32%	542 (0.3)
Not Participating						1,999	61%	545 (0.8)	33,232	68%	551 (0.2)
Gap Participating vs Non-Participating								-4*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 8
 Code: 908
 Grade: 04

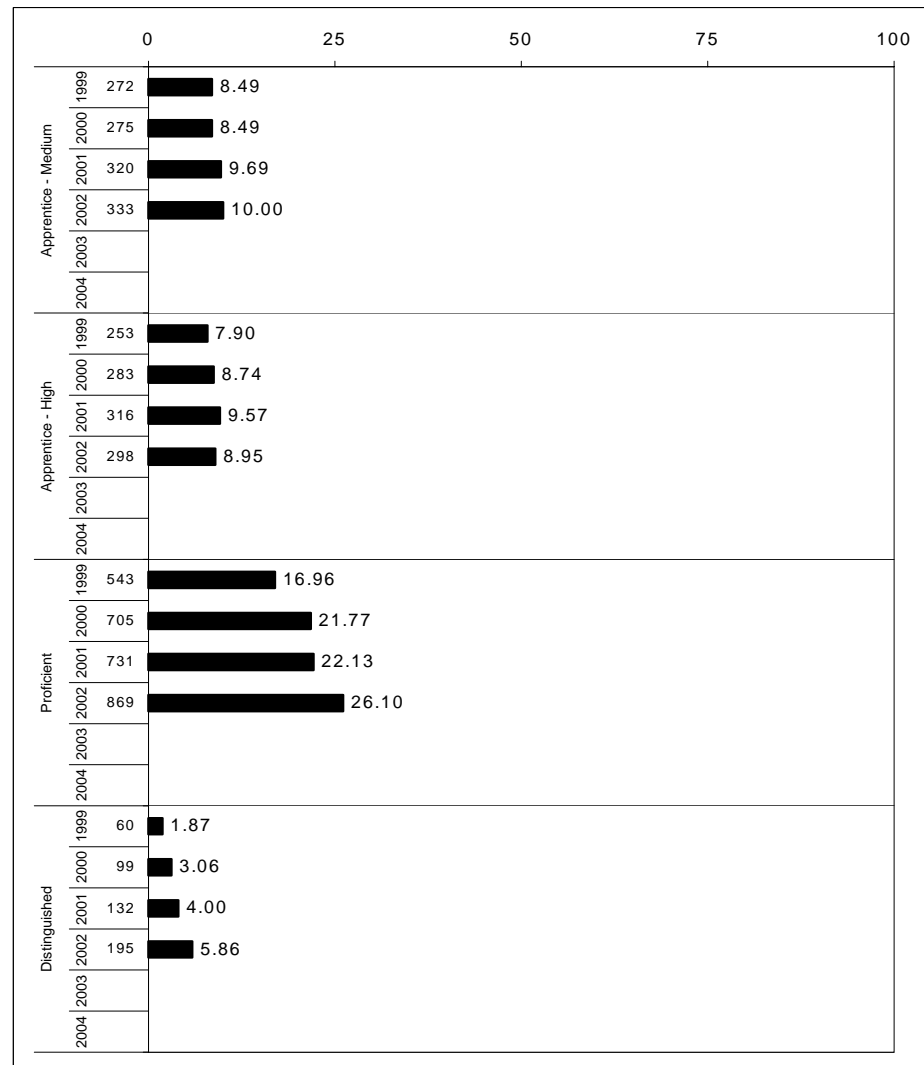
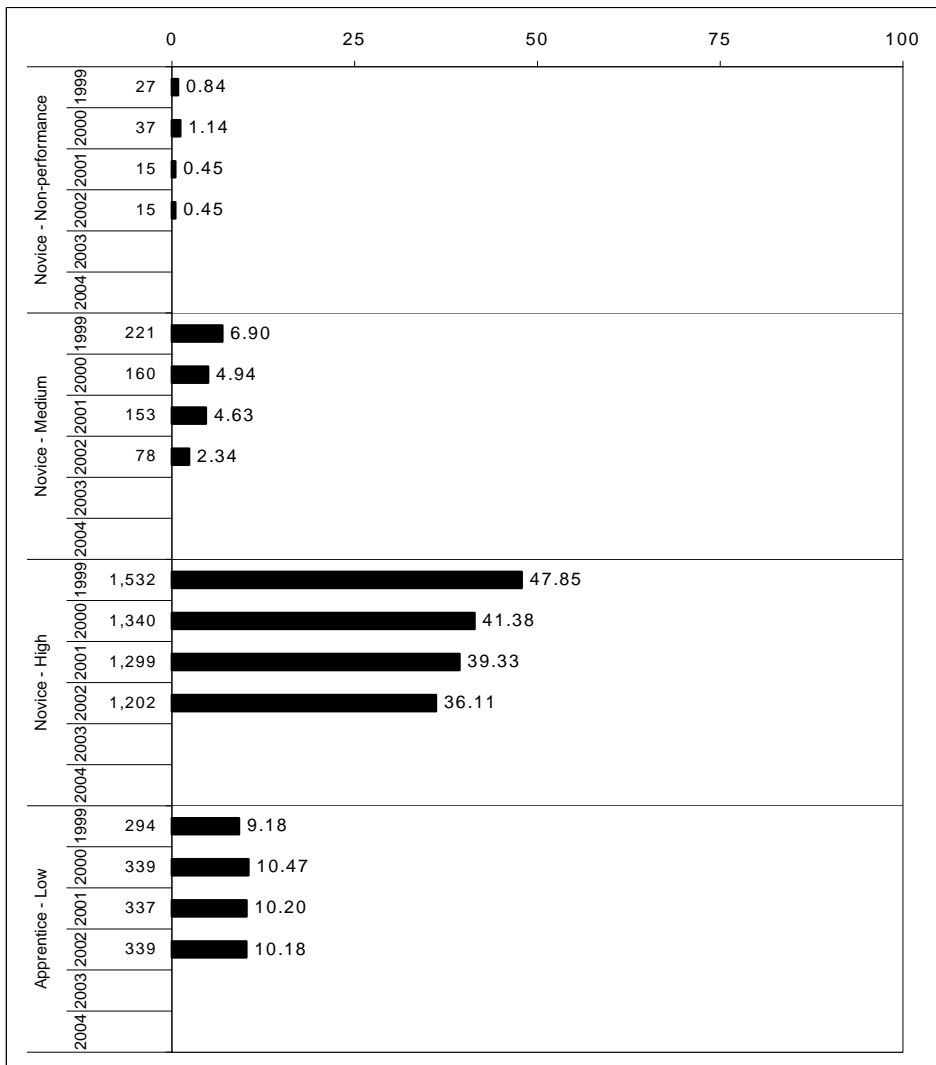
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							468	14%	574 (1.5)	8,197	17%	578 (0.3)
Not Participating							2,798	86%	538 (0.6)	40,691	83%	542 (0.2)
<i>Gap Participating vs Non-Participating</i>									36*			36*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,334	71%	539 (0.7)	24,818	51%	538 (0.2)
Not Approved (includes not coded)							932	29%	555 (1.2)	24,070	49%	559 (0.2)
<i>Gap Approved vs Not Approved</i>									-16*			-21*
Disability Status												
Students without Disabilities (includes not coded)							2,886	88%	546 (0.7)	42,922	88%	551 (0.2)
Students with Disabilities							380	12%	524 (1.7)	5,966	12%	528 (0.5)
Tested with Accommodations							340	10%	526 (1.7)	4,758	10%	529 (0.5)
Tested without Accommodations							40	1%	508 (6.6)	1,208	2%	525 (1.2)
<i>Gap With vs Without</i>									-22*			-23*
Alternate Portfolio							29	1%		414	1%	
Exemptions (On-Demand)												
Medical							6			96		
LEP										250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 05

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	73	2.1	2.2									
Geometry/Measurement	42	2.1	2.2									
Probability/Statistics	28	2.0	2.1									
Algebraic Ideas	24	2.0	2.1									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: REGION 8

Code: 908

Grade: 05

OPEN RESPONSE	No. Items	REGION										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Number/Computation	16	8,740	0	19	24	22	19	15	1.9	0.0	132,259	0	15	22	23	22	18	2.0	-0.1		
1.1.x - Concepts	7	3,834	1	18	24	20	17	20	2.0	0.0	58,050	0	14	22	21	20	23	2.1	-0.1		
1.2.x - Skills	12	6,538	0	20	25	22	19	13	1.8	0.0	98,942	0	16	23	23	22	16	2.0	-0.2		
1.3.x - Relationships	4	2,202	0	14	20	26	22	18	2.1	0.0	33,317	0	12	18	26	24	20	2.2	-0.1		
2.x.x - Geometry/Meanurement	10	5,480	0	21	20	25	21	13	1.8	0.0	82,772	0	19	19	26	22	14	1.9	-0.1		
2.1.x - Concepts	5	2,734	0	22	25	23	20	10	1.7	0.0	41,234	0	20	23	23	22	12	1.8	-0.1		
2.2.x - Skills	7	3,842	0	26	15	25	19	14	1.8	0.0	58,019	0	23	15	26	20	15	1.9	-0.1		
2.3.x - Relationships	4	2,190	1	25	24	21	18	11	1.7	0.0	33,158	0	22	23	23	20	11	1.7	0.0		
3.x.x - Probability/Statistics	8	4,384	0	24	23	16	20	16	1.8	0.0	66,124	0	21	22	17	21	18	1.9	-0.1		
3.1.x - Concepts	2	1,092	0	36	14	11	13	26	1.8	0.0	16,465	0	33	14	12	13	28	1.9	-0.1		
3.2.x - Skills	8	4,384	0	24	23	16	20	16	1.8	0.0	66,124	0	21	22	17	21	18	1.9	-0.1		
3.3.x - Relationships	1	544	1	22	27	12	28	10	1.8	0.1	8,269	0	20	27	14	27	11	1.8	0.0		
4.x.x - Algebraic Ideas	7	3,828	0	19	25	15	26	14	1.9	0.0	57,885	0	17	22	15	28	17	2.0	-0.1		
4.1.x - Concepts	1	544	0	22	34	15	16	12	1.6	0.1	8,243	0	20	31	17	17	14	1.7	-0.1		
4.2.x - Skills	6	3,284	1	18	23	15	27	15	2.0	0.0	49,642	0	17	21	15	30	17	2.1	-0.1		
4.3.x - Relationships	1	544	0	5	10	16	58	10	2.6	0.0	8,243	0	5	11	13	59	11	2.6	0.0		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	57	38,330	64	36	0				0.64	0.00	579,280	67	33	0				0.67	-0.03		
1.1.x - Concepts	20	13,694	65	35	0				0.65	0.00	207,078	69	31	0				0.69	-0.04		
1.2.x - Skills	37	24,130	65	35	0				0.65	0.00	364,715	67	33	0				0.67	-0.02		
1.3.x - Relationships	7	6,012	64	36	0				0.64	0.01	90,867	66	34	0				0.66	-0.02		
2.x.x - Geometry/Meanurement	32	20,250	62	38	0				0.62	0.00	306,040	64	36	0				0.64	-0.02		
2.1.x - Concepts	11	6,014	62	38	0				0.62	0.01	91,027	63	37	0				0.63	-0.01		
2.2.x - Skills	17	10,950	61	39	0				0.61	0.00	165,400	64	36	0				0.64	-0.03		
2.3.x - Relationships	7	4,930	60	40	0				0.60	0.01	74,505	62	38	0				0.62	-0.02		
3.x.x - Probability/Statistics	20	12,588	64	36	0				0.64	0.00	190,357	65	35	0				0.65	-0.01		
3.1.x - Concepts	6	3,838	66	34	0				0.66	0.01	57,884	67	33	0				0.67	-0.01		
3.2.x - Skills	14	8,756	62	37	0				0.62	0.01	132,445	64	36	0				0.64	-0.02		
3.3.x - Relationships	1	544	65	35	0				0.65	0.02	8,269	68	32	0				0.68	-0.03		
4.x.x - Algebraic Ideas	17	10,940	55	45	0				0.55	0.00	165,364	59	41	0				0.59	-0.04		
4.1.x - Concepts	3	1,644	50	50	0				0.50	0.01	24,892	53	47	0				0.53	-0.03		
4.2.x - Skills	15	9,840	56	44	0				0.56	0.00	148,715	60	40	0				0.60	-0.04		
4.3.x - Relationships	1	546	42	58	0				0.42	0.02	8,240	47	53	0				0.47	-0.05		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	25	1%	(1%)	268	8%	(10%)	1,510	46%	(52%)	1,477	45%	(37%)	15	0%	(1%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	26	1%	(1%)	71	2%	(2%)	1,909	58%	(58%)	1,267	38%	(39%)	22	1%	(1%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	96	3%	(2%)	55	2%	(2%)	362	11%	(13%)	2,766	84%	(81%)	20	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	210	6%	(6%)	2,224	67%	(65%)	290	9%	(9%)	365	11%	(13%)	188	6%	(6%)
40 work on mathematics tasks/projects that require more than one class period	518	16%	(16%)	1,455	44%	(45%)	419	13%	(14%)	525	16%	(14%)	354	11%	(11%)
41 use a calculator	96	3%	(6%)	743	23%	(38%)	241	7%	(11%)	745	23%	(20%)	1,446	44%	(24%)
42 use a computer	1,000	30%	(34%)	1,035	31%	(28%)	505	15%	(14%)	424	13%	(13%)	310	9%	(10%)
43 write about mathematics	596	18%	(17%)	1,105	33%	(33%)	430	13%	(13%)	563	17%	(16%)	578	18%	(18%)
44 use hands-on materials other than books, worksheets, calculators or computers	310	9%	(9%)	1,256	38%	(40%)	410	12%	(14%)	660	20%	(18%)	637	19%	(17%)
45 draw pictures or charts to help explain your thinking	142	4%	(4%)	1,050	32%	(34%)	441	13%	(16%)	841	25%	(25%)	798	24%	(20%)
46 discuss different ways to solve problems	86	3%	(3%)	560	17%	(18%)	345	10%	(12%)	775	23%	(25%)	1,502	46%	(41%)
47 receive notes or comments about your work that help you understand mathematics	566	17%	(15%)	1,018	31%	(34%)	420	13%	(14%)	595	18%	(18%)	675	20%	(18%)
48 work on mathematics that is about real-life experiences	450	14%	(13%)	1,057	32%	(32%)	422	13%	(14%)	663	20%	(19%)	684	21%	(21%)

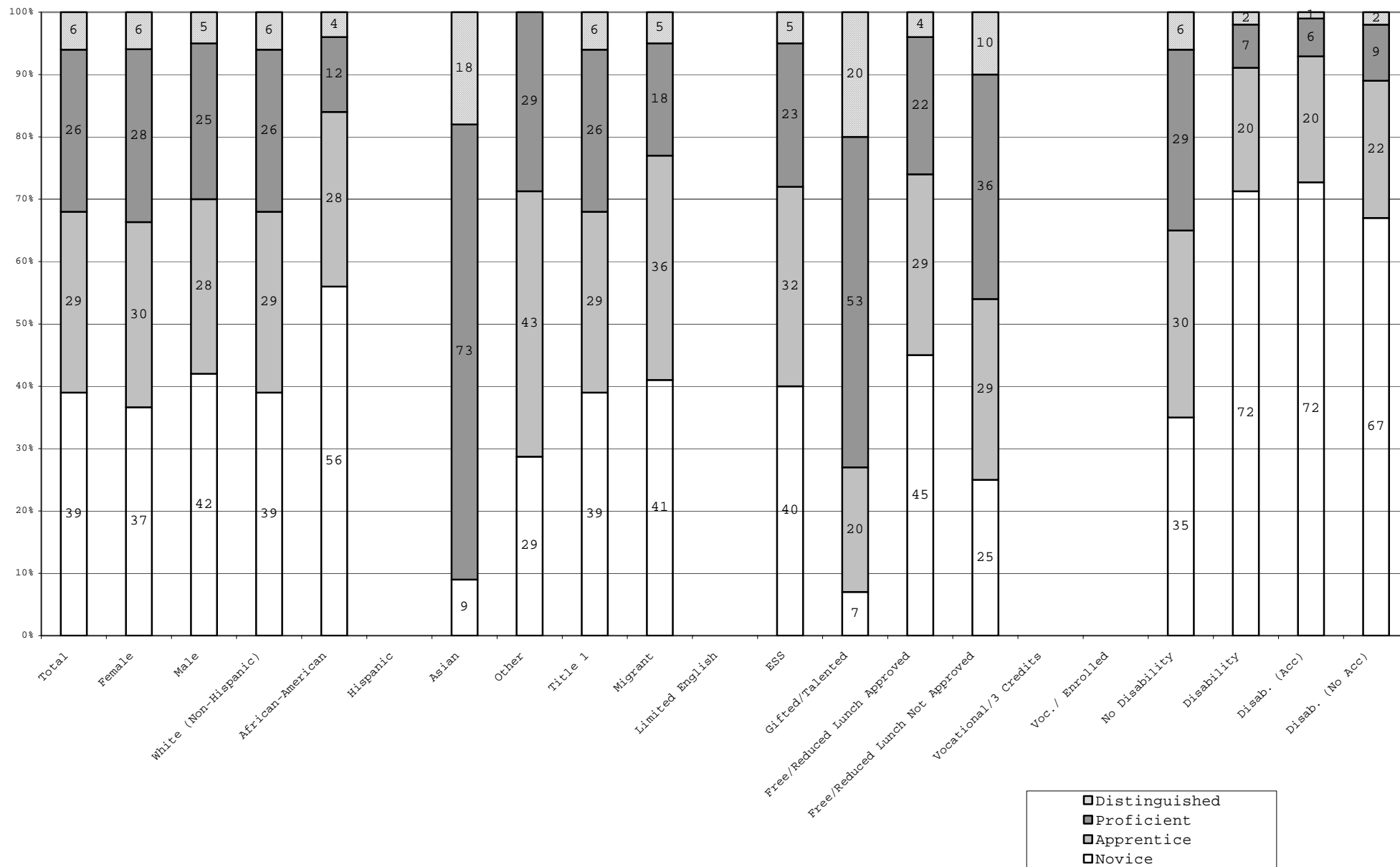
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 05

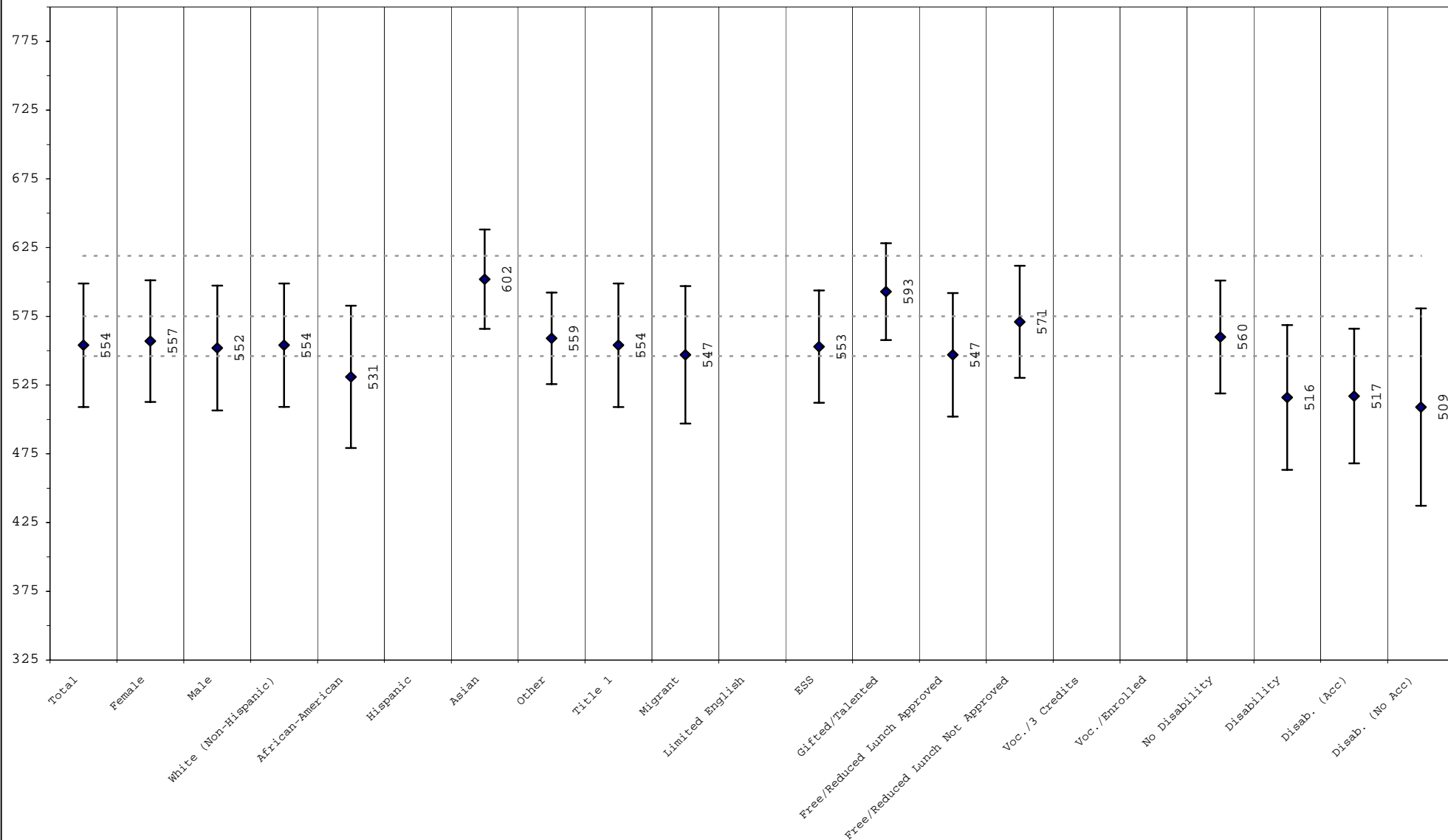


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,300		554 (0.8)	49,793		561 (0.2)
Gender:												
Female							1,638	50%	557 (1.1)	24,359	49%	562 (0.3)
Male							1,659	50%	552 (1.1)	25,404	51%	559 (0.3)
Gap Female vs Male									5*			3*
Ethnicity												
White (Non-Hispanic)							3,236	98%	554 (0.8)	42,731	86%	563 (0.2)
African-American							25	1%	531 (10.4)	5,488	11%	539 (0.6)
Hispanic							5			496	1%	554 (1.9)
Asian							11		602 (10.9)	299	1%	592 (2.5)
Other							14		559 (8.9)	593	1%	557 (1.9)
Gap White vs African American									23*			24*
Gap White vs Hispanic												9*
Gap White vs Asian									-48*			-29*
Gap White vs Other									-5			6*
Title I												
Participating Students							3,300	100%	554 (0.8)	33,214	67%	554 (0.2)
Not Participating										16,579	33%	573 (0.3)
Gap Participating vs Non-Participating												-19*
Migrant Program												
Participating Students							39	1%	547 (8.0)	685	1%	543 (1.5)
Not Participating							3,261	99%	555 (0.8)	49,108	99%	561 (0.2)
Gap Participating vs Non-Participating									-8			-18*
Limited English Proficiency												
Participating Students										188		549 (3.3)
Not Participating							3,300	100%	554 (0.8)	49,605	100%	561 (0.2)
Gap Participating vs Non-Participating												-12*
Extended School Services												
Participating Students							1,042	32%	553 (1.3)	12,749	26%	550 (0.4)
Not Participating							2,258	68%	555 (1.0)	37,044	74%	564 (0.2)
Gap Participating vs Non-Participating									-2			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 05

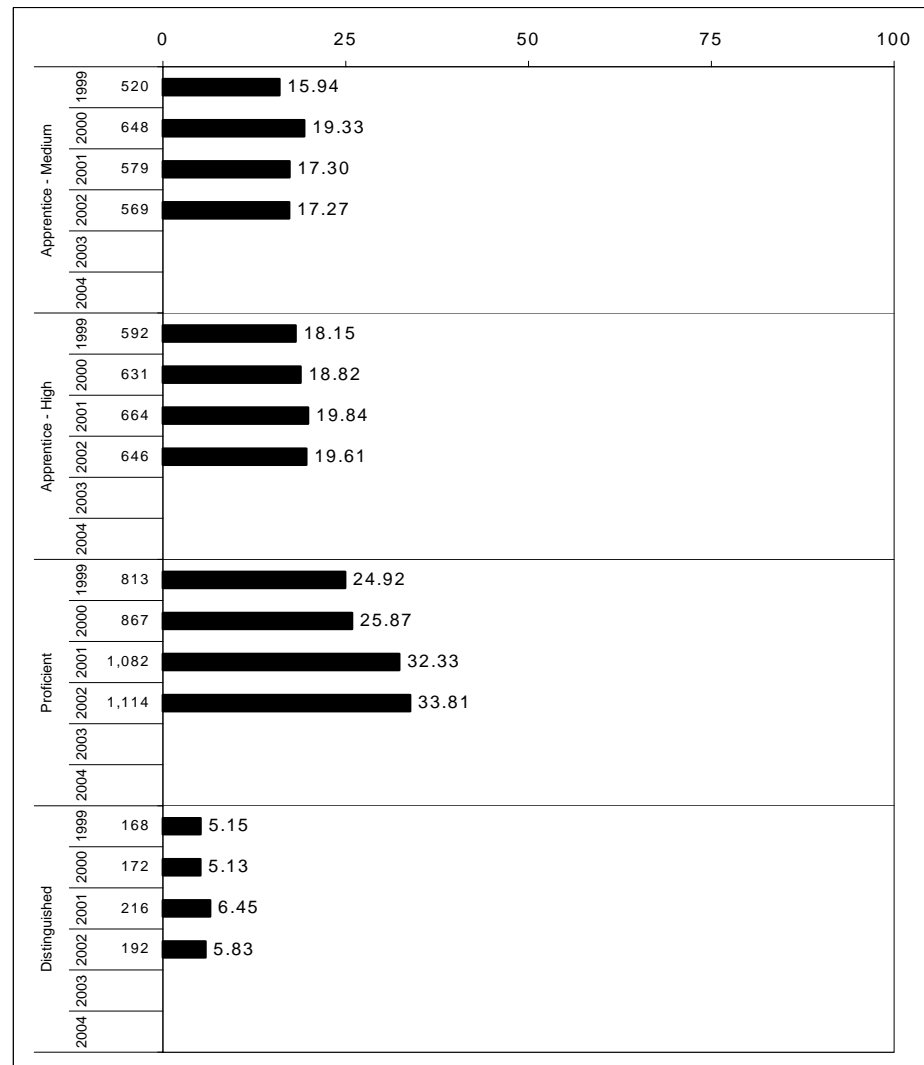
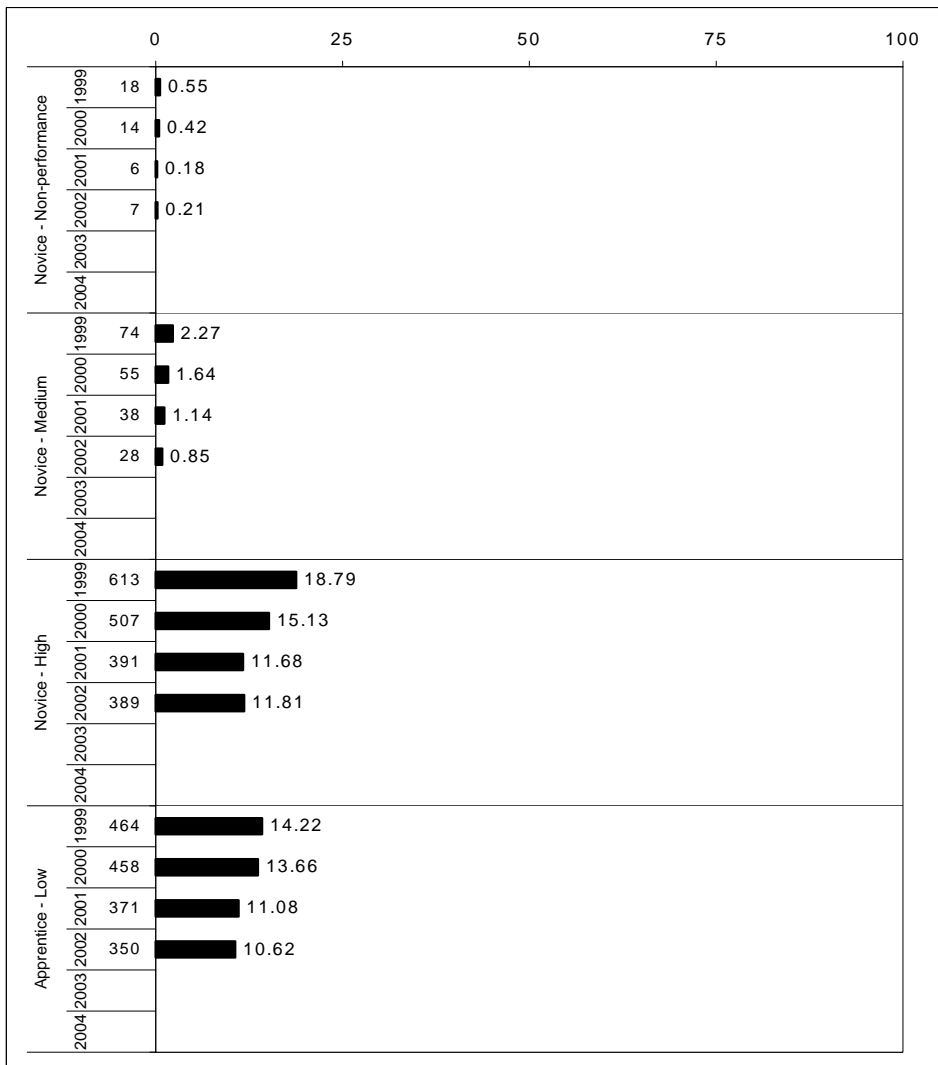
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							589	18%	593 (1.5)	9,045	18%	598 (0.4)
Not Participating							2,711	82%	546 (0.8)	40,748	82%	552 (0.2)
<i>Gap Participating vs Non-Participating</i>									47*			46*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,297	70%	547 (0.9)	24,641	49%	547 (0.3)
Not Approved (includes not coded)							1,003	30%	571 (1.3)	25,152	51%	574 (0.3)
<i>Gap Approved vs Not Approved</i>									-24*			-27*
Disability Status												
Students without Disabilities (includes not coded)							2,903	88%	560 (0.8)	43,602	88%	565 (0.2)
Students with Disabilities							397	12%	516 (2.6)	6,191	12%	527 (0.7)
Tested with Accommodations							342	10%	517 (2.6)	5,006	10%	525 (0.7)
Tested without Accommodations							55	2%	509 (9.7)	1,185	2%	532 (1.6)
<i>Gap With vs Without</i>									-44*			-38*
Alternate Portfolio							29	1%		414	1%	
Exemptions (On-Demand)												
Medical							6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 04



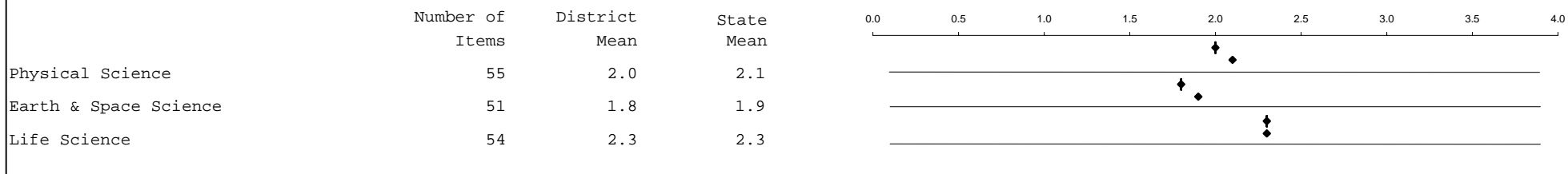
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 04

SCIENCE SUB-DOMAIN MEAN SCORES



District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 04

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE								School -State Mean
			Percents						Mean	No. Observations		Percents						Mean		
			B	0	1	2	3	4				B	0	1	2	3	4			
1.x.x - Physical Science	12	6,526	0	18	27	29	18	7	1.7	0.0	97,704	0	18	27	29	18	8	1.7	0.0	
1.1.x - Object/Material Properties	3	1,630	0	20	25	27	15	13	1.7	0.0	24,377	0	20	23	27	15	14	1.8	-0.1	
1.2.x - Object's Positions/Motions	3	1,630	0	17	33	33	12	4	1.5	0.0	24,464	0	16	35	32	14	3	1.5	0.0	
1.3.x - Light/Heat/Elec./Magnetism	7	3,808	0	19	24	28	22	6	1.7	0.0	56,990	0	19	24	28	22	7	1.8	-0.1	
2.x.x - Earth & Space Science	11	5,980	0	24	31	27	14	5	1.4	0.0	89,581	0	24	30	26	14	5	1.5	-0.1	
2.1.x - Earth Materials:Properties	3	1,623	0	25	27	26	14	7	1.5	0.0	24,354	0	26	30	25	13	6	1.4	0.1	
2.2.x - Objects in the Sky	1	545	0	3	17	52	23	5	2.1	0.0	8,231	0	3	14	46	29	7	2.2	-0.1	
2.3.x - Earth/Sky Changes	7	3,812	0	26	34	24	12	4	1.3	0.0	56,996	0	26	33	24	12	5	1.4	-0.1	
3.x.x - Life Science	15	8,155	0	8	21	39	24	8	2.0	0.0	122,179	0	7	20	39	25	9	2.1	-0.1	
3.1.x - Organisms:Characteristics	9	4,884	0	5	18	41	27	9	2.2	0.0	73,418	0	5	18	40	28	10	2.2	0.0	
3.2.x - Life Cycle of Organisms	1	545	0	3	12	36	38	11	2.4	0.0	8,138	0	4	15	37	35	10	2.3	0.1	
3.3.x - Organisms:Environment	7	3,809	0	13	24	37	19	7	1.8	0.0	56,975	0	11	23	37	21	8	1.9	-0.1	
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult						
	1.x.x - Physical Science	43	27,188	67	33	0			0.67	0.00	407,060	69	31	0			0.69	-0.02		
	1.1.x - Object/Material Properties	11	7,071	70	30	0			0.70	0.01	105,935	71	29	0			0.71	-0.01		
	1.2.x - Object's Positions/Motions	10	7,071	76	24	0			0.76	0.00	105,842	78	22	0			0.78	-0.02		
	1.3.x - Light/Heat/Elec./Magnetism	24	14,137	63	37	0			0.63	0.00	211,637	65	35	0			0.64	-0.01		
	2.x.x - Earth & Space Science	40	26,105	65	35	0			0.65	0.00	390,805	66	34	0			0.66	-0.01		
	2.1.x - Earth Materials:Properties	14	9,244	68	32	0			0.68	0.00	138,422	68	32	0			0.68	0.00		
	2.2.x - Objects in the Sky	4	2,716	69	31	0			0.69	0.01	40,740	70	30	0			0.70	-0.01		
	2.3.x - Earth/Sky Changes	23	14,691	63	37	0			0.63	0.00	219,766	64	36	0			0.64	-0.01		
	3.x.x - Life Science	39	26,111	67	33	0			0.67	0.00	390,833	69	31	0			0.69	-0.02		
	3.1.x - Organisms:Characteristics	20	13,054	65	35	0			0.65	0.00	195,285	67	33	0			0.67	-0.02		
	3.2.x - Life Cycle of Organisms	9	5,980	70	30	0			0.70	0.01	89,581	70	30	0			0.70	0.00		
	3.3.x - Organisms:Environment	13	8,702	68	32	0			0.68	0.00	130,446	69	31	0			0.69	-0.01		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 04

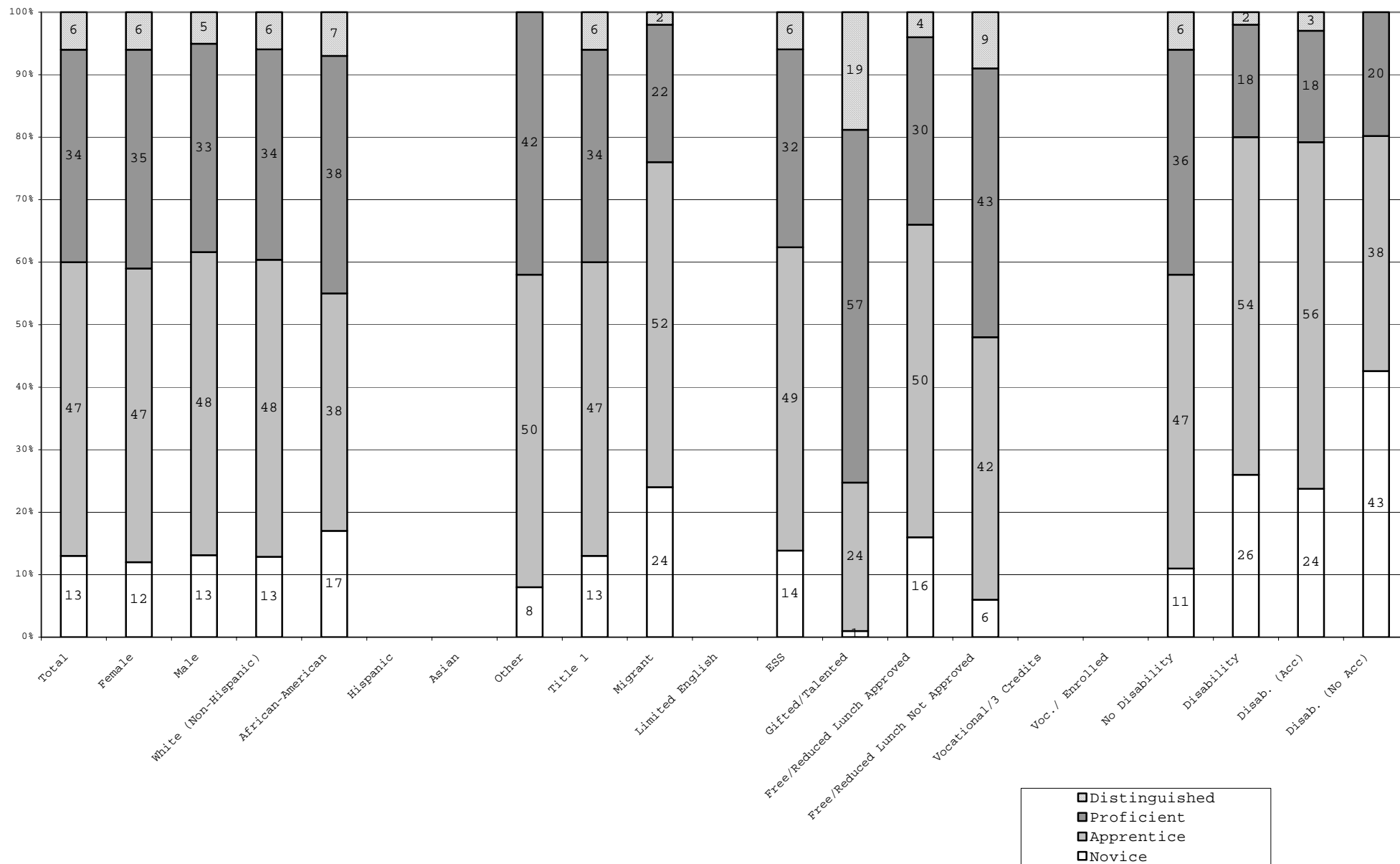
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the science questions tested things you learned in school	43	1%	(2%)	440	13%	(18%)	1,545	47%	(51%)	1,208	37%	(28%)	29	1%	(1%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	37	1%	(1%)	89	3%	(3%)	1,848	57%	(56%)	1,254	38%	(38%)	37	1%	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	136	4%	(3%)	104	3%	(3%)	482	15%	(16%)	2,499	77%	(76%)	44	1%	(2%)
In your class, how often do you do the following:															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
39 read from a textbook	283	9%	(11%)	891	27%	(32%)	333	10%	(10%)	701	21%	(20%)	1,031	32%	(26%)
40 read about science in magazines or books other than a textbook	519	16%	(19%)	1,104	34%	(37%)	505	15%	(15%)	637	20%	(16%)	472	14%	(12%)
41 work on worksheets	119	4%	(2%)	729	22%	(22%)	357	11%	(10%)	817	25%	(25%)	1,210	37%	(39%)
42 work with other students in pairs, small groups or teams	209	6%	(6%)	1,619	50%	(52%)	509	16%	(15%)	561	17%	(17%)	331	10%	(9%)
43 watch your teacher do a science experiment/demonstration	235	7%	(7%)	1,366	42%	(49%)	526	16%	(15%)	565	17%	(16%)	527	16%	(12%)
44 watch a video	139	4%	(4%)	1,439	44%	(48%)	524	16%	(18%)	603	18%	(18%)	522	16%	(12%)
45 do experiments/investigations about things in which you are interested	382	12%	(13%)	1,254	38%	(44%)	579	18%	(17%)	582	18%	(15%)	430	13%	(9%)
46 do experiments/investigations about things your teacher wants you to study	218	7%	(8%)	1,112	34%	(40%)	633	19%	(18%)	620	19%	(17%)	643	20%	(15%)
47 use equipment like rulers or magnets in your experiments/investigations	219	7%	(8%)	1,308	40%	(44%)	527	16%	(17%)	650	20%	(17%)	518	16%	(12%)
48 draw or write about your experiments/investigations	286	9%	(10%)	1,126	34%	(39%)	598	18%	(19%)	657	20%	(17%)	565	17%	(14%)
49 talk about your experiments/investigations with a teacher or other students	342	10%	(12%)	1,011	31%	(36%)	530	16%	(17%)	634	19%	(17%)	712	22%	(17%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 04

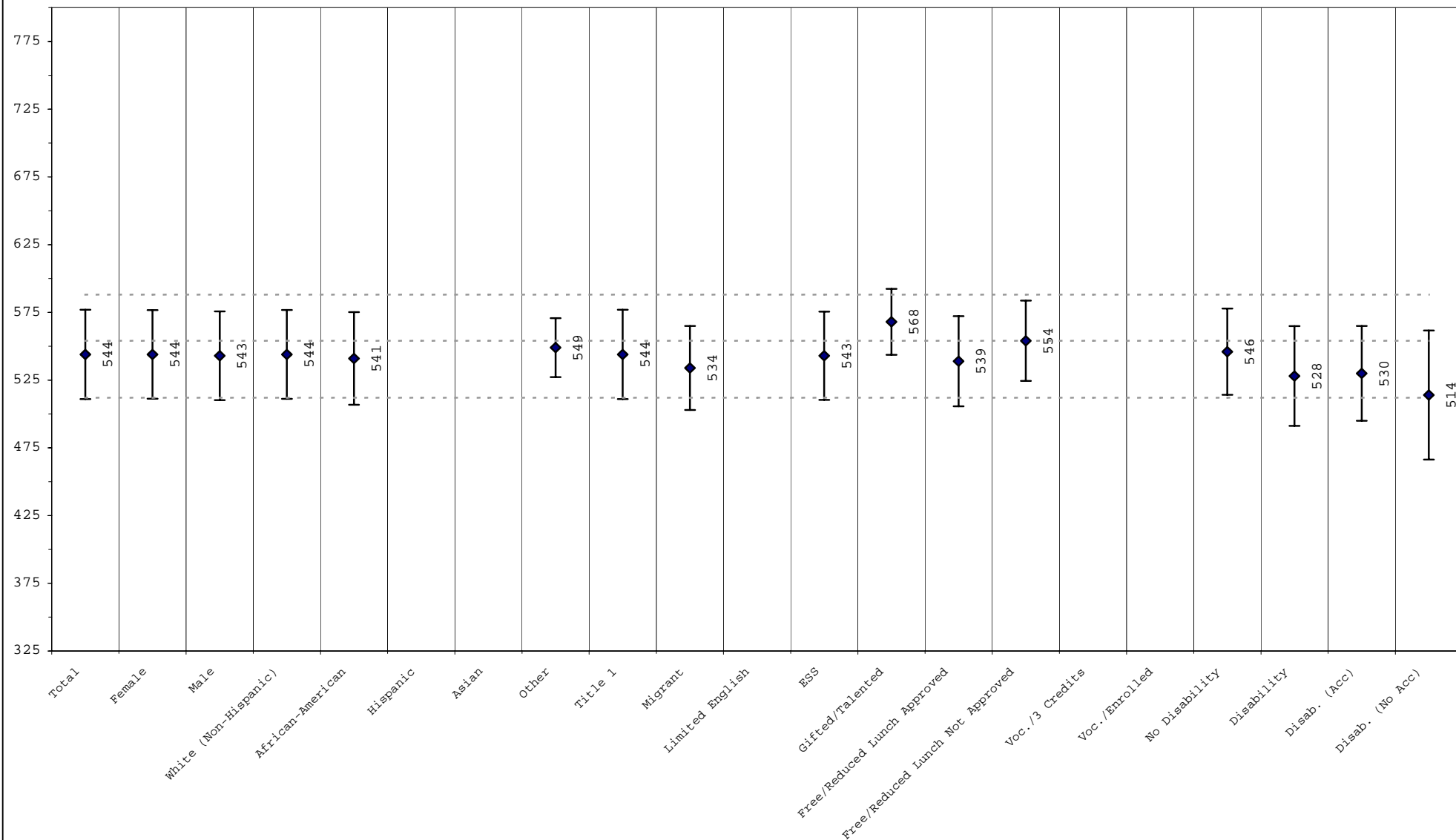


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,266		544 (0.6)	48,888		546 (0.1)
Gender:												
Female							1,531	47%	544 (0.8)	23,522	48%	546 (0.2)
Male							1,732	53%	543 (0.8)	25,332	52%	546 (0.2)
Gap Female vs Male									1			
Ethnicity												
White (Non-Hispanic)							3,189	98%	544 (0.6)	41,691	85%	549 (0.1)
African-American							29	1%	541 (6.4)	5,494	11%	527 (0.5)
Hispanic							8			528	1%	535 (1.6)
Asian							2			305	1%	559 (1.8)
Other							12		549 (6.3)	595	1%	543 (1.3)
Gap White vs African American									3			22*
Gap White vs Hispanic												14*
Gap White vs Asian												-10*
Gap White vs Other									-5			6*
Title I												
Participating Students							3,266	100%	544 (0.6)	33,183	68%	542 (0.2)
Not Participating										15,705	32%	554 (0.2)
Gap Participating vs Non-Participating												-12*
Migrant Program												
Participating Students							58	2%	534 (4.1)	692	1%	537 (1.2)
Not Participating							3,208	98%	544 (0.6)	48,196	99%	546 (0.1)
Gap Participating vs Non-Participating									-10*			-9*
Limited English Proficiency												
Participating Students							1			214		526 (2.7)
Not Participating							3,265	100%	544 (0.6)	48,674	100%	546 (0.1)
Gap Participating vs Non-Participating												-20*
Extended School Services												
Participating Students							1,267	39%	543 (0.9)	15,656	32%	541 (0.2)
Not Participating							1,999	61%	544 (0.7)	33,232	68%	548 (0.2)
Gap Participating vs Non-Participating									-1			-7*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 04

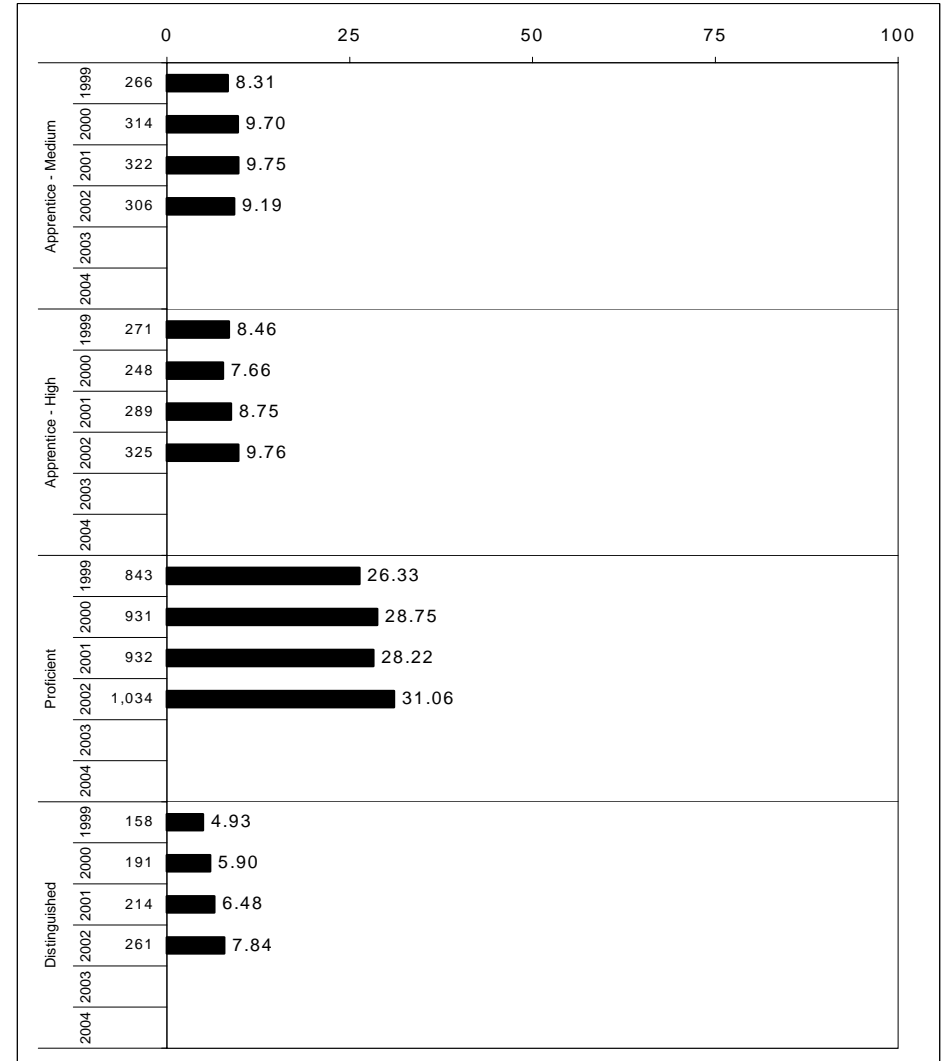
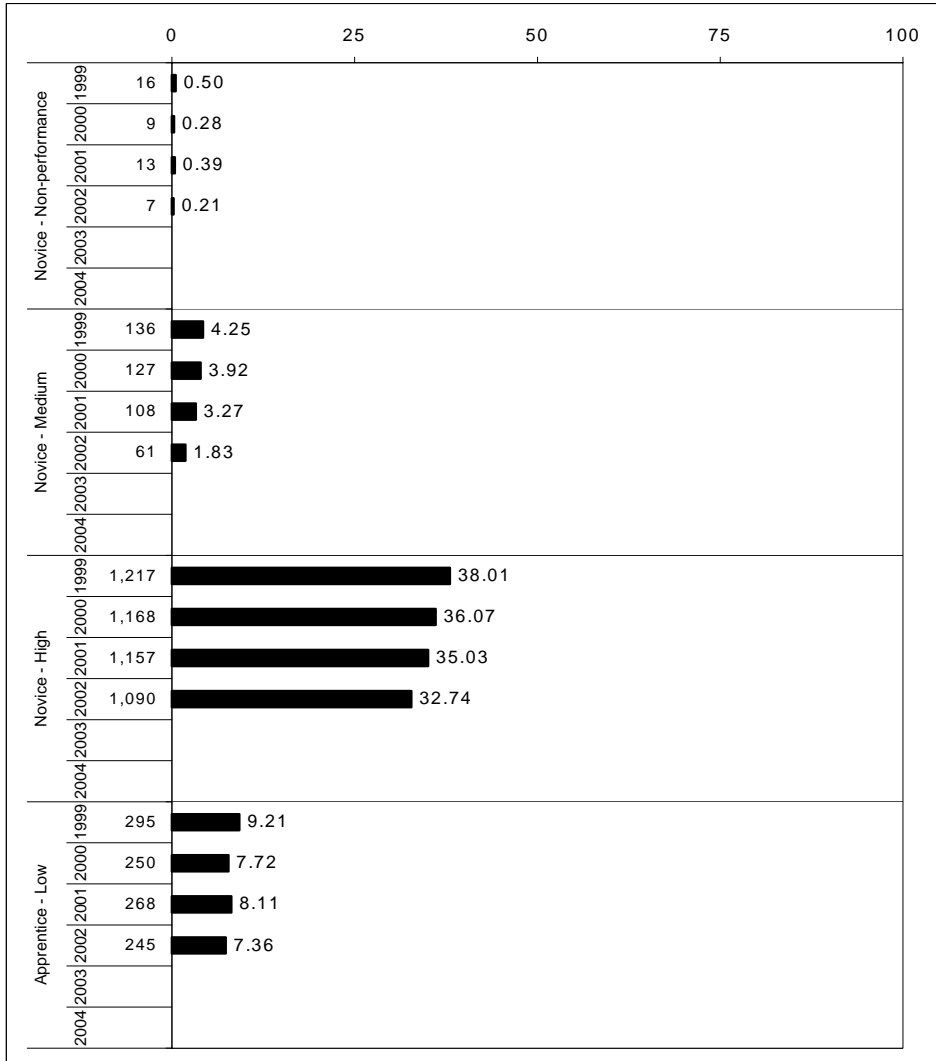
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							468	14%	568 (1.1)	8,197	17%	571 (0.3)
Not Participating							2,798	86%	539 (0.6)	40,691	83%	541 (0.1)
<i>Gap Participating vs Non-Participating</i>									29*			30*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,334	71%	539 (0.7)	24,818	51%	537 (0.2)
Not Approved (includes not coded)							932	29%	554 (1.0)	24,070	49%	555 (0.2)
<i>Gap Approved vs Not Approved</i>									-15*			-18*
Disability Status												
Students without Disabilities (includes not coded)							2,886	88%	546 (0.6)	42,922	88%	548 (0.1)
Students with Disabilities							380	12%	528 (1.9)	5,966	12%	529 (0.5)
Tested with Accommodations							340	10%	530 (1.9)	4,758	10%	530 (0.5)
Tested without Accommodations							40	1%	514 (7.5)	1,208	2%	525 (1.3)
<i>Gap With vs Without</i>									-18*			-19*
Alternate Portfolio							29	1%		414	1%	
Exemptions (On-Demand)												
Medical							6			96		
LEP										250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 05



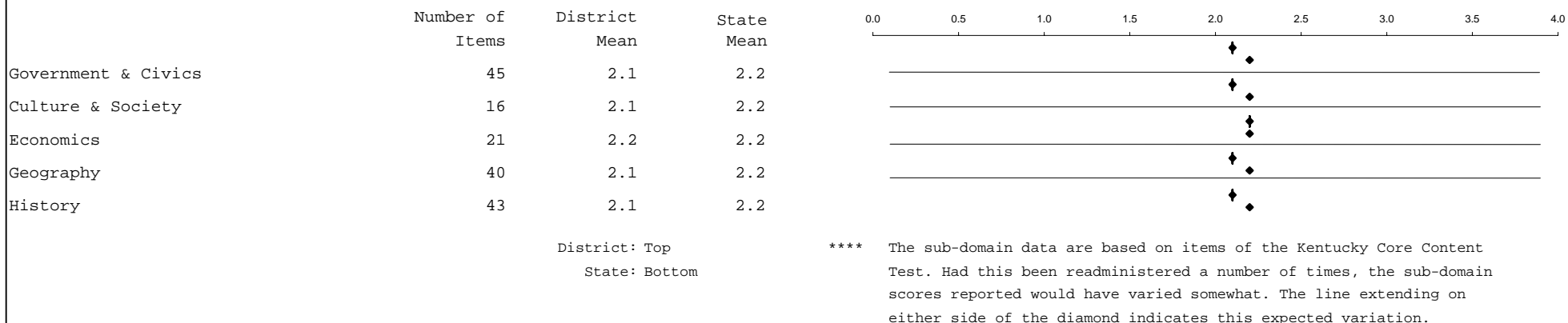
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 05

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 05

OPEN RESPONSE	No. Items	REGION										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	9	4,937	0	10	27	39	20	4	1.8	0.0	74,549	0	9	26	39	20	5	1.8	0.0		
1.1.x - People Form Governments	4	2,190	0	8	26	39	23	3	1.9	0.0	33,133	0	7	23	41	24	5	2.0	-0.1		
1.2.x - Limited and Shared Power	1	559	1	7	29	43	17	3	1.8	0.0	8,426	1	5	26	45	18	4	1.9	-0.1		
1.3.x - Citizen:Rights&Responsib.	6	3,291	0	12	28	38	17	4	1.7	0.0	49,658	0	12	28	37	18	5	1.8	-0.1		
2.x.x - Culture & Society	4	2,181	1	6	33	41	16	4	1.8	0.0	32,974	0	5	29	43	18	4	1.9	-0.1		
2.1.x - Culture is a System	1	542	1	13	38	34	11	2	1.5	0.0	8,226	1	12	36	37	13	2	1.6	-0.1		
2.2.x - Cultures Address Needs	1	544	0	3	24	55	16	2	1.9	0.0	8,270	0	2	20	53	20	5	2.1	-0.2		
2.3.x - Social Institutions	2	1,095	1	4	35	38	18	5	1.8	0.0	16,478	0	3	30	41	20	6	1.9	-0.1		
2.4.x - Social Interactions	0	0									0										
3.x.x - Economics	5	2,736	0	8	18	46	21	7	2.0	0.0	41,447	0	7	18	46	21	8	2.0	0.0		
3.1.x - Economic Problem:Scarcity	2	1,103	0	3	12	48	26	11	2.3	0.0	16,696	0	3	11	49	26	11	2.3	0.0		
3.2.x - Economic Sys./Institutions	1	544	0	10	26	43	17	4	1.8	0.0	8,270	0	9	25	41	20	4	1.8	0.0		
3.3.x - Market/Goods/Services	1	544	0	13	20	37	20	10	1.9	0.0	8,242	0	11	18	40	20	11	2.0	-0.1		
3.4.x - Produce/Distribute/Consume	3	1,648	0	9	18	44	20	9	2.0	0.0	24,907	0	8	18	46	19	9	2.0	0.0		
4.x.x - Geography	10	5,466	0	9	26	42	19	4	1.8	0.0	82,790	0	8	23	42	22	5	1.9	-0.1		
4.1.x - Earth's Surface Patterns	2	1,087	0	7	21	49	19	4	1.9	0.0	16,465	0	5	20	46	23	6	2.0	-0.1		
4.2.x - Human/Phys. Char./Regions	3	1,628	0	13	27	38	18	4	1.7	0.0	24,694	0	10	25	39	21	5	1.8	-0.1		
4.3.x - Humans/Move ... Interact	3	1,631	0	11	26	40	19	4	1.8	0.0	24,735	0	9	24	43	20	4	1.9	-0.1		
4.4.x - Human/Environ. Interaction	6	3,293	0	8	26	42	19	4	1.8	0.0	49,857	0	8	23	42	22	5	1.9	-0.1		
5.x.x - History	13	7,118	0	8	27	43	18	4	1.8	0.0	107,523	0	6	24	44	20	5	1.9	-0.1		
5.1.x - History/Interpretive	5	2,748	0	11	30	37	16	5	1.7	0.0	41,385	0	9	28	40	19	5	1.8	-0.1		
5.2.x - History of United States	10	5,470	0	7	27	43	18	4	1.8	0.0	82,616	0	6	24	45	20	5	1.9	-0.1		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 05

MULTIPLE CHOICE	No.	REGION						STATE						School -State
		No.	Percents				Std.	No.	Percents					
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult			
1.x.x - Government & Civics	36	22,436	67	33	0	0.67	0.00	339,239	68	32	0	0.68	-0.01	
1.1.x - People Form Governments	5	3,291	69	31	0	0.68	0.01	49,813	69	31	0	0.69	-0.01	
1.2.x - Limited and Shared Power	14	8,763	61	39	0	0.61	0.01	132,417	62	38	0	0.62	-0.01	
1.3.x - Citizen:Rights&Responsib.	17	10,382	71	29	0	0.71	0.00	157,009	73	27	0	0.73	-0.02	
2.x.x - Culture & Society	12	8,222	72	29	0	0.71	0.00	124,188	74	26	0	0.74	-0.03	
2.1.x - Culture is a System	5	3,307	78	22	0	0.78	0.01	49,839	75	25	0	0.75	0.03	
2.2.x - Cultures Address Needs	4	3,270	70	30	0	0.70	0.01	49,455	76	24	0	0.76	-0.06	
2.3.x - Social Institutions	1	559	77	23	0	0.77	0.02	8,426	80	20	0	0.80	-0.03	
2.4.x - Social Interactions	2	1,086	54	46	0	0.54	0.01	16,468	58	42	0	0.58	-0.04	
3.x.x - Economics	16	11,491	64	36	0	0.64	0.00	173,674	66	34	0	0.66	-0.02	
3.1.x - Economic Problem:Scarcity	5	3,279	59	41	0	0.59	0.01	49,614	60	40	0	0.60	-0.01	
3.2.x - Economic Sys./Institutions	4	2,730	55	45	0	0.55	0.01	41,216	56	44	0	0.56	-0.01	
3.3.x - Market/Goods/Services	5	3,836	72	28	0	0.72	0.01	57,953	73	27	0	0.73	-0.01	
3.4.x - Produce/Distribute/Consume	2	1,646	72	28	0	0.72	0.01	24,891	74	26	0	0.74	-0.02	
4.x.x - Geography	30	20,817	64	36	0	0.64	0.00	314,343	65	35	0	0.65	-0.01	
4.1.x - Earth's Surface Patterns	13	8,772	67	34	0	0.66	0.00	132,427	70	30	0	0.70	-0.04	
4.2.x - Human/Phys. Char./Regions	11	7,143	60	40	0	0.60	0.01	107,764	60	40	0	0.60	0.00	
4.3.x - Humans/Move ... Interact	3	2,189	51	49	0	0.51	0.01	33,164	57	43	0	0.57	-0.06	
4.4.x - Human/Environ. Interaction	5	3,816	71	29	0	0.71	0.01	57,684	68	32	0	0.68	0.03	
5.x.x - History	30	19,149	66	34	0	0.66	0.00	289,790	68	32	0	0.68	-0.02	
5.1.x - History/Interpretive	8	5,474	68	32	0	0.68	0.01	82,775	69	31	0	0.69	-0.01	
5.2.x - History of United States	24	14,776	66	34	0	0.66	0.00	223,667	69	31	0	0.69	-0.03	



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	27	1%	(1%)	366	11%	(14%)	1,692	51%	(55%)	1,192	36%	(29%)	23	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	27	1%	(1%)	100	3%	(3%)	1,935	59%	(60%)	1,206	37%	(36%)	32	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	71	2%	(2%)	57	2%	(2%)	390	12%	(14%)	2,749	83%	(80%)	33	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	96	3%	(3%)	581	18%	(16%)	164	5%	(5%)	557	17%	(18%)	1,874	57%	(57%)
40 do you work on worksheets	70	2%	(2%)	1,020	31%	(26%)	359	11%	(11%)	1,074	33%	(33%)	754	23%	(27%)
41 do you use materials other than a textbook or worksheets	361	11%	(11%)	1,391	42%	(45%)	447	14%	(15%)	677	21%	(19%)	398	12%	(10%)
42 do you work with other students in pairs, small groups or teams	309	9%	(8%)	1,761	53%	(55%)	423	13%	(14%)	463	14%	(15%)	317	10%	(8%)
43 do you discuss current events or topics	175	5%	(5%)	803	24%	(27%)	462	14%	(16%)	819	25%	(24%)	1,001	30%	(26%)
44 is your classroom work based on finding the answer to an important question	165	5%	(6%)	745	23%	(26%)	414	13%	(14%)	836	25%	(24%)	1,101	33%	(29%)
45 does your teacher give you a scoring guide for your work before you begin the work	823	25%	(30%)	1,066	32%	(34%)	356	11%	(10%)	474	14%	(11%)	551	17%	(12%)
46 do you answer open-response questions	54	2%	(3%)	862	26%	(37%)	424	13%	(16%)	825	25%	(21%)	1,107	34%	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

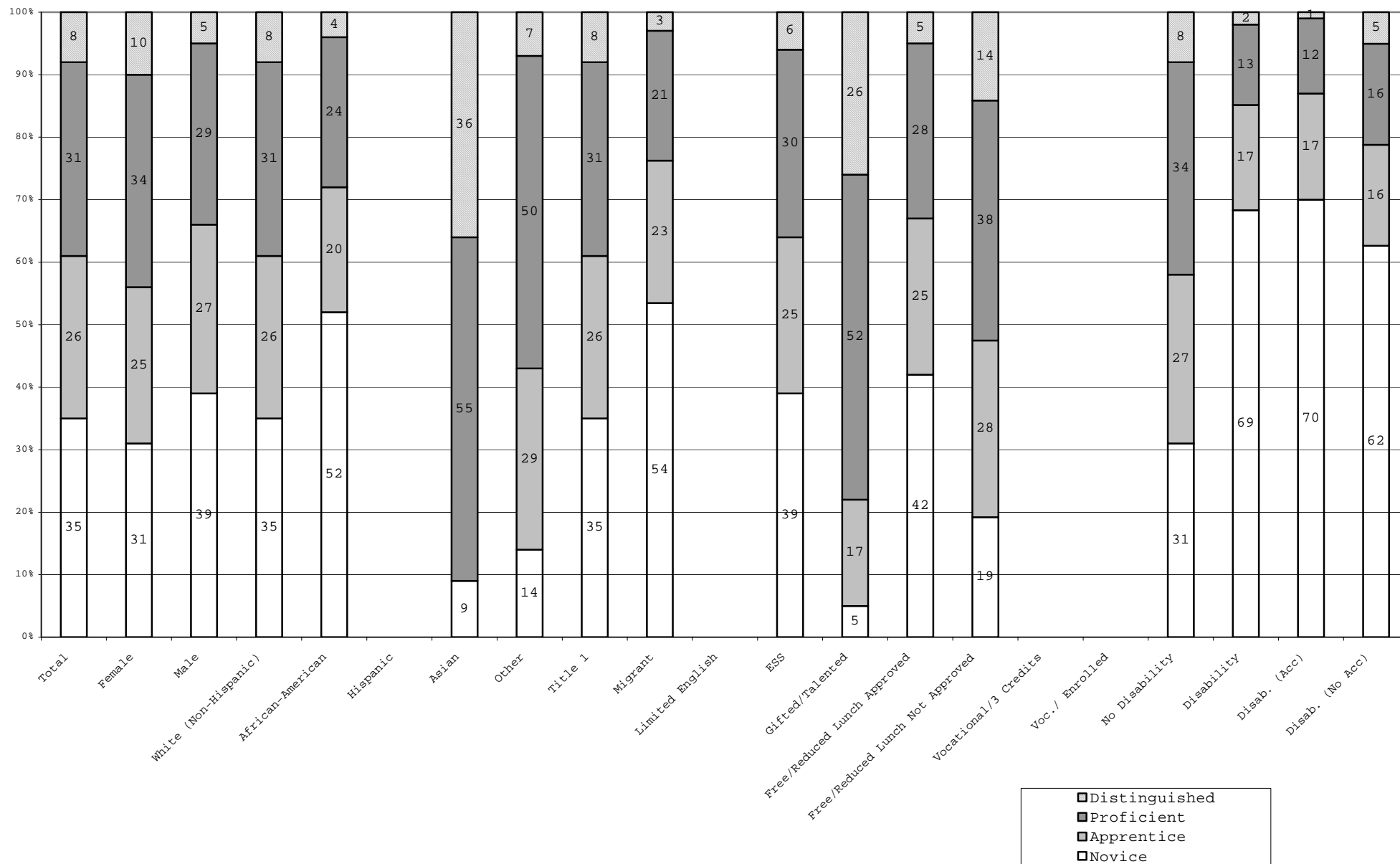
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 44

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 05

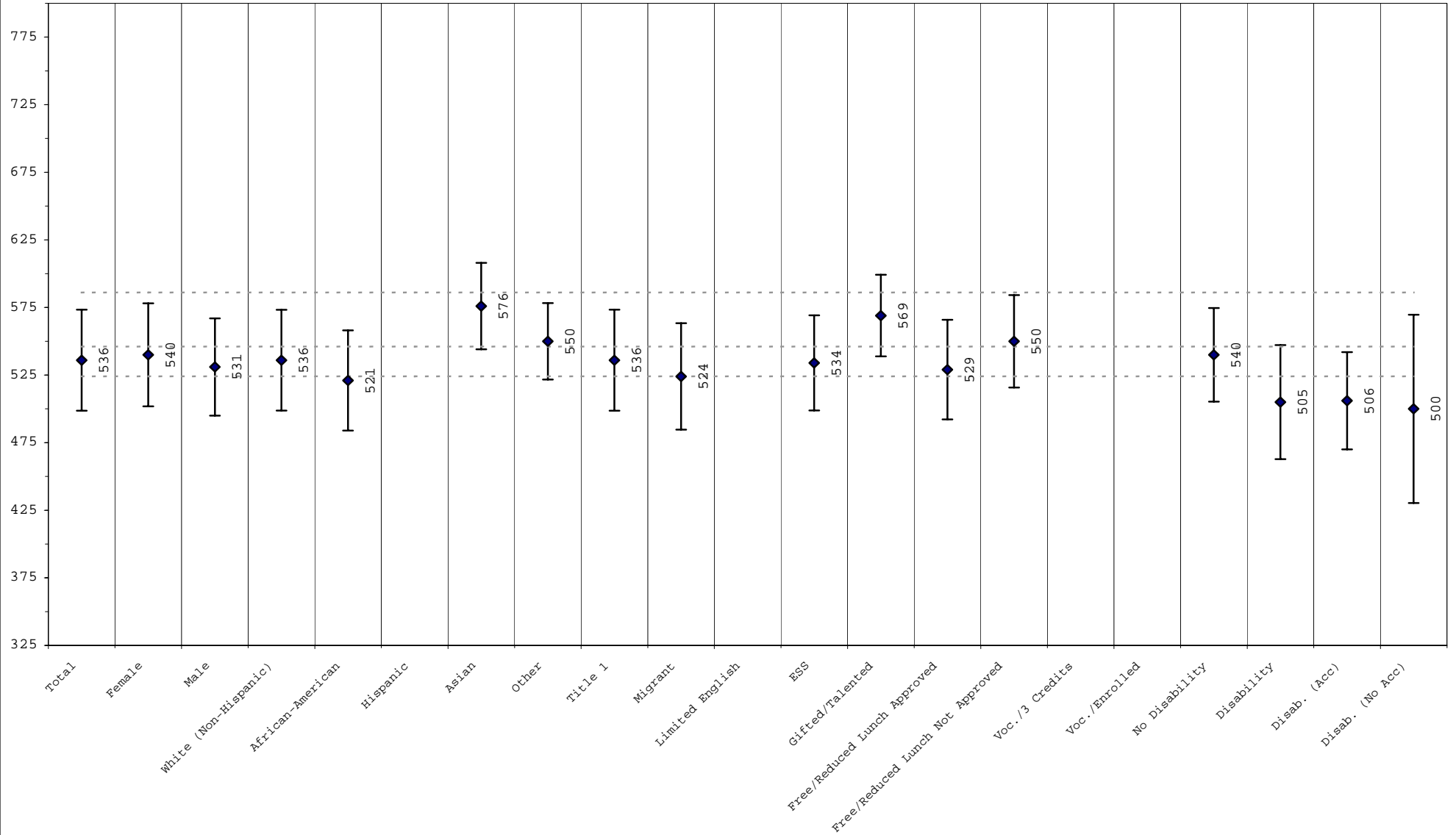


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,300		536 (0.7)	49,793		540 (0.2)
Gender:												
Female							1,638	50%	540 (0.9)	24,359	49%	543 (0.2)
Male							1,659	50%	531 (0.9)	25,404	51%	537 (0.2)
Gap Female vs Male									9*			6*
Ethnicity												
White (Non-Hispanic)							3,236	98%	536 (0.7)	42,731	86%	542 (0.2)
African-American							25	1%	521 (7.4)	5,488	11%	522 (0.5)
Hispanic							5			496	1%	534 (1.6)
Asian							11		576 (9.6)	299	1%	558 (2.3)
Other							14		550 (7.5)	593	1%	537 (1.4)
Gap White vs African American									15*			20*
Gap White vs Hispanic												8*
Gap White vs Asian									-40*			-16*
Gap White vs Other									-14			5*
Title I												
Participating Students							3,300	100%	536 (0.7)	33,214	67%	535 (0.2)
Not Participating										16,579	33%	550 (0.3)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students							39	1%	524 (6.3)	685	1%	523 (1.3)
Not Participating							3,261	99%	536 (0.7)	49,108	99%	540 (0.2)
Gap Participating vs Non-Participating									-12			-17*
Limited English Proficiency												
Participating Students										188		522 (2.9)
Not Participating							3,300	100%	536 (0.7)	49,605	100%	540 (0.2)
Gap Participating vs Non-Participating												-18*
Extended School Services												
Participating Students							1,042	32%	534 (1.1)	12,749	26%	532 (0.3)
Not Participating							2,258	68%	537 (0.8)	37,044	74%	543 (0.2)
Gap Participating vs Non-Participating									-3*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 05

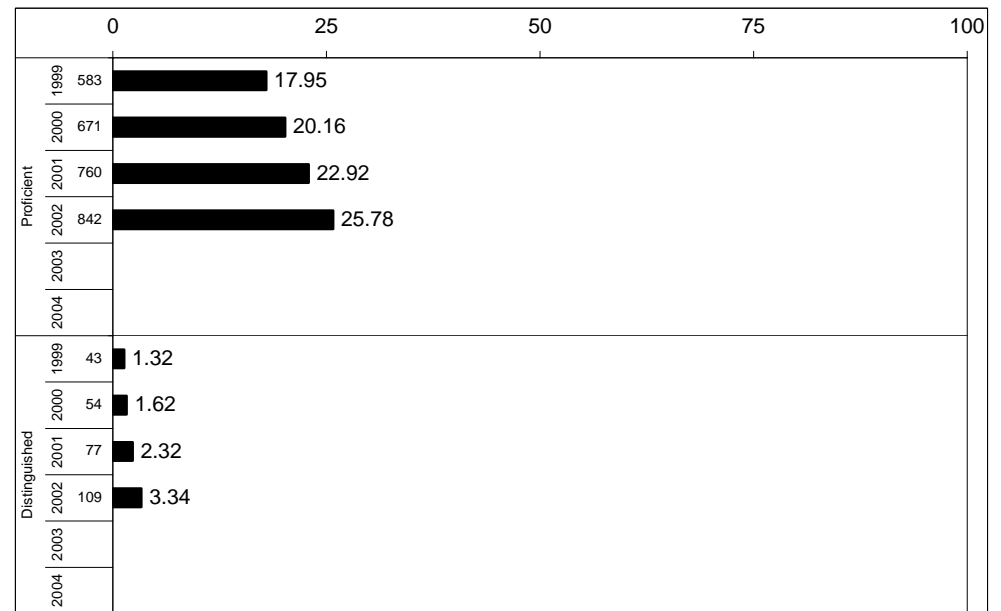
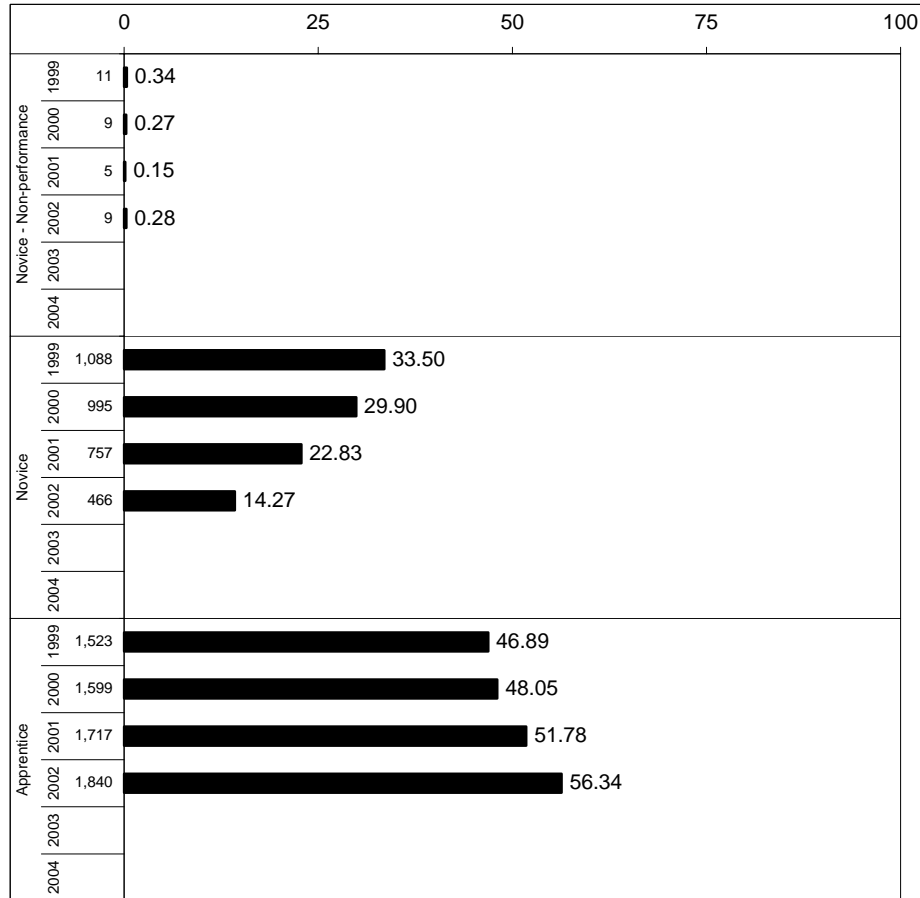
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							589	18%	569 (1.2)	9,045	18%	571 (0.3)
Not Participating							2,711	82%	528 (0.7)	40,748	82%	533 (0.2)
<i>Gap Participating vs Non-Participating</i>									41*			38*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,297	70%	529 (0.8)	24,641	49%	528 (0.2)
Not Approved (includes not coded)							1,003	30%	550 (1.1)	25,152	51%	551 (0.2)
<i>Gap Approved vs Not Approved</i>									-21*			-23*
Disability Status												
Students without Disabilities (includes not coded)							2,903	88%	540 (0.6)	43,602	88%	544 (0.2)
Students with Disabilities							397	12%	505 (2.1)	6,191	12%	513 (0.5)
Tested with Accommodations							342	10%	506 (1.9)	5,006	10%	513 (0.6)
Tested without Accommodations							55	2%	500 (9.4)	1,185	2%	516 (1.4)
<i>Gap With vs Without</i>									-35*			-31*
Alternate Portfolio							29	1%		414	1%	
Exemptions (On-Demand)												
Medical							6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 04

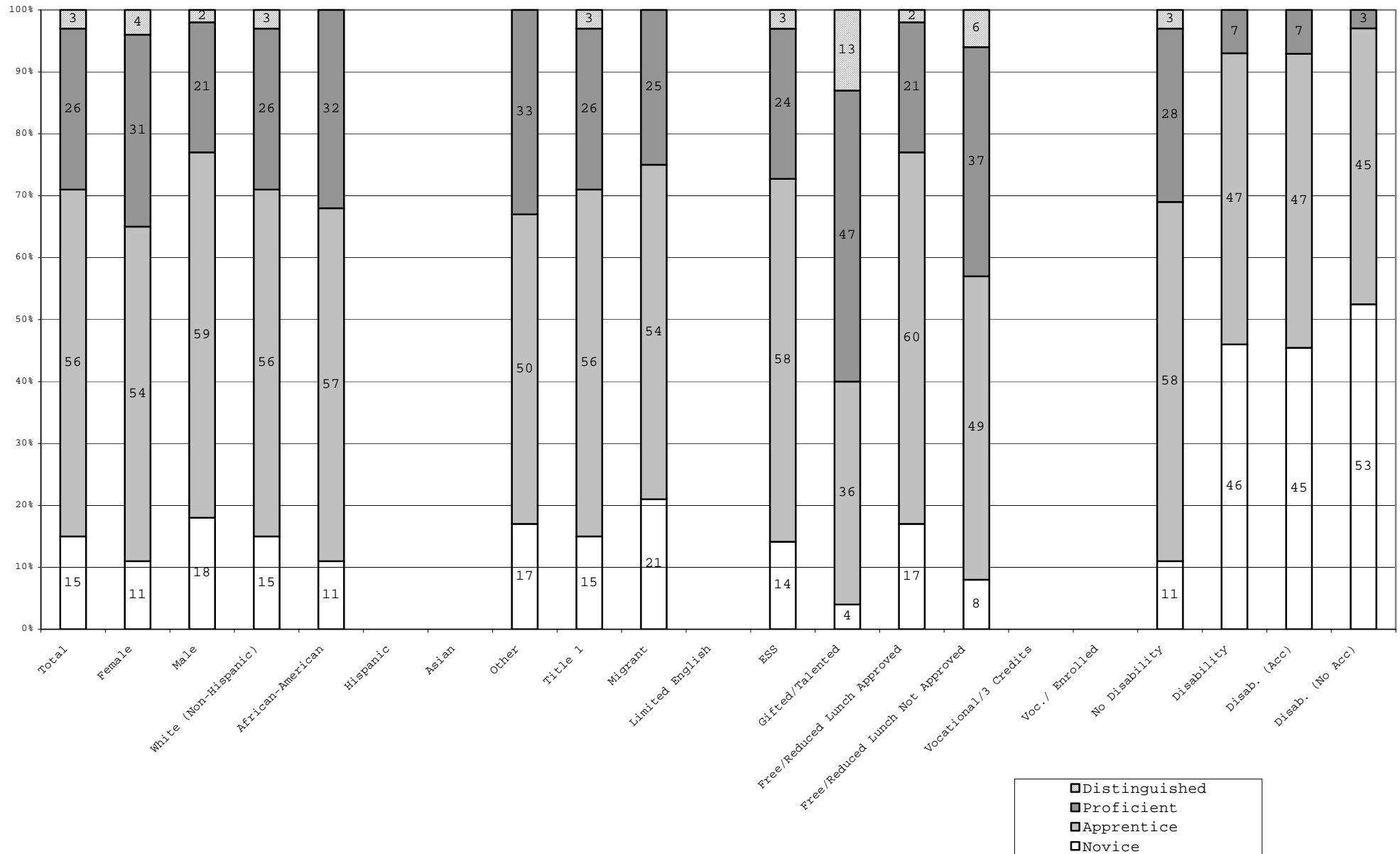


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: REGION 8
 Code: 908
 Grade: 04

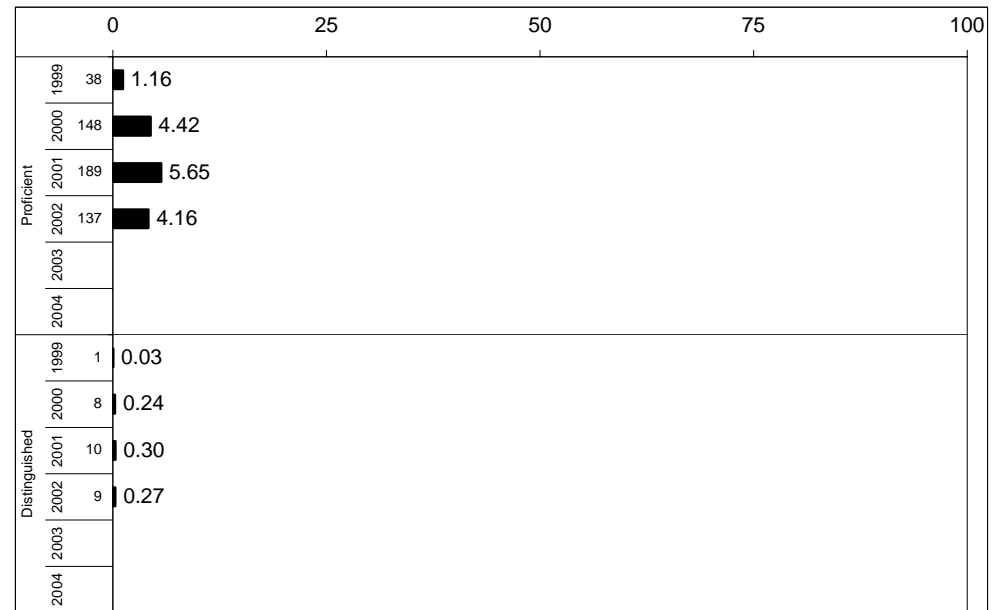
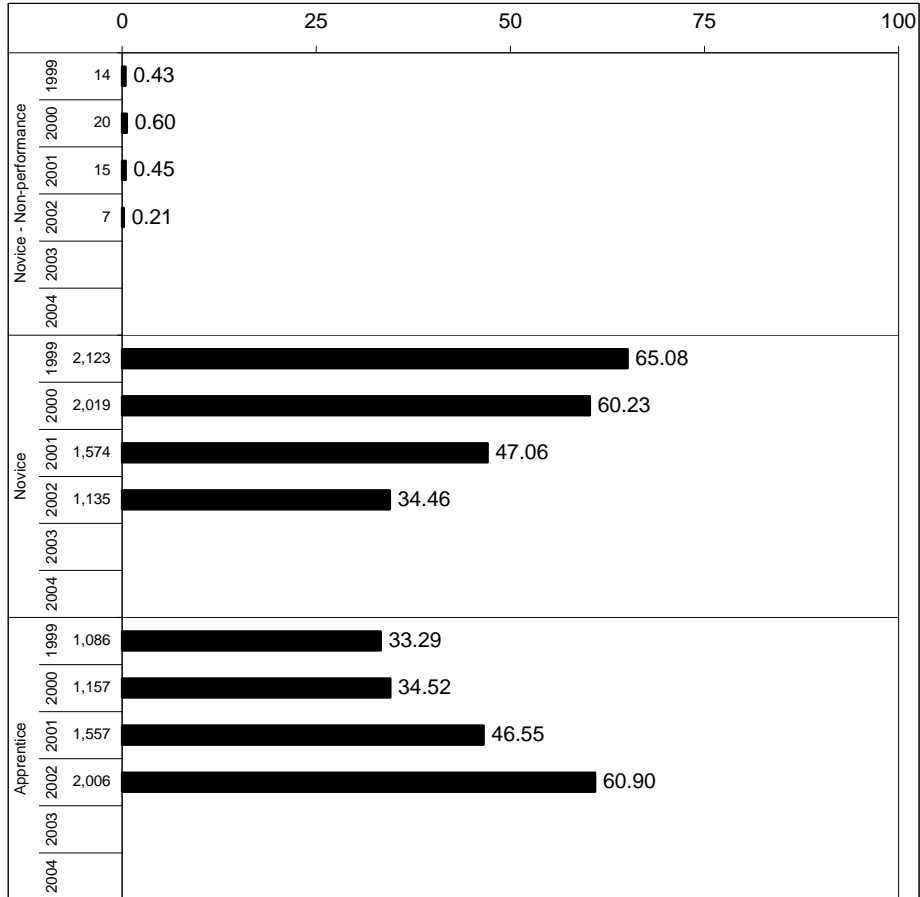
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					3,237		48,424	
Gender:								
Female					1,516	47	23,308	48
Male					1,718	53	25,088	52
Ethnicity								
White (Non-Hispanic)					3,162	98	41,340	85
African-American					28	1	5,424	11
Hispanic					8		510	1
Asian					2		302	1
Other					12		588	1
Title I					3,237	100	32,868	68
Migrant Program					52	2	676	1
Limited English Proficiency					1		218	
Extended School Services					1,265	39	15,625	32
Gifted and Talented Program					468	14	8,194	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					2,309	71	24,552	51
Not Approved (includes not coded)					928	29	23,872	49
Disability Status								
Students without Disabilities (includes not coded)					2,860	88	42,514	88
Students with Disabilities					377	12	5,910	12
Tested with Accommodations					337	10	4,717	10
Tested without Accommodations					40	1	1,193	2
Alternate Portfolio					29	1%	414	1%
Exemptions (Portfolio)								
Medical					4		33	
LEP							246	
Other					33		532	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

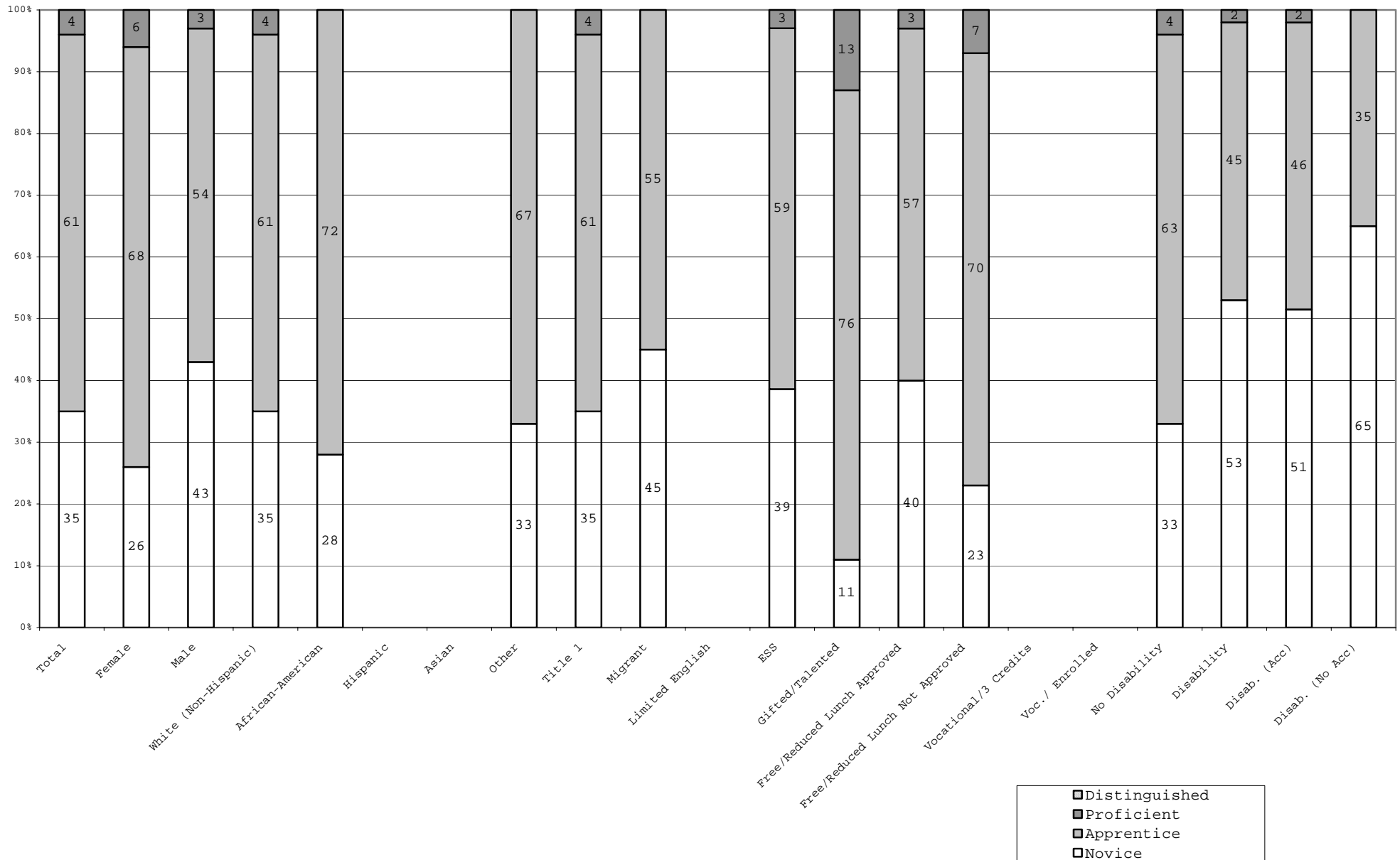
District: REGION 8
 Code: 908
 Grade: 04





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: REGION 8
 Code: 908
 Grade: 04

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					3,266		48,888	
Gender:								
Female					1,531	47%	23,522	48%
Male					1,732	53%	25,332	52%
Ethnicity								
White (Non-Hispanic)					3,189	98%	41,691	85%
African-American					29	1%	5,494	11%
Hispanic					8		528	1%
Asian					2		305	1%
Other					12		595	1%
Title I					3,266	100%	33,183	68%
Migrant Program					58	2%	692	1%
Limited English Proficiency					1		214	
Extended School Services					1,267	39%	15,656	32%
Gifted and Talented Program					468	14%	8,197	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					2,334	71%	24,818	51%
Not Approved (includes not coded)					932	29%	24,070	49%
Disability Status								
Students without Disabilities (includes not coded)					2,886	88%	42,922	88%
Students with Disabilities					380	12%	5,966	12%
Tested with Accommodations					340	10%	4,758	10%
Tested without Accommodations					40	1%	1,208	2%
Alternate Portfolio					29	1%	414	1%
Exemptions (On-Demand)								
Medical					6		96	
LEP							250	
Other							1	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.

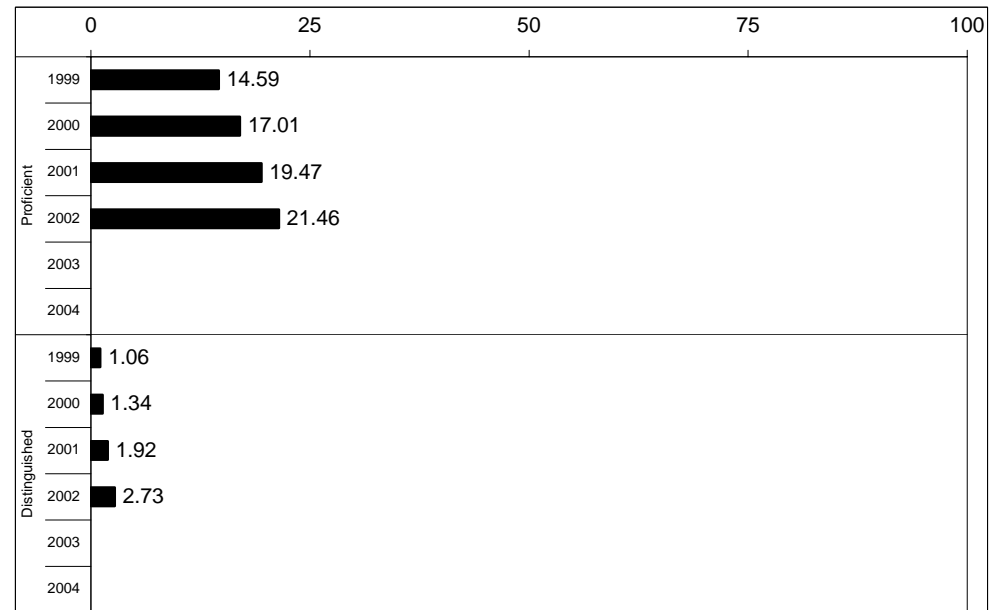
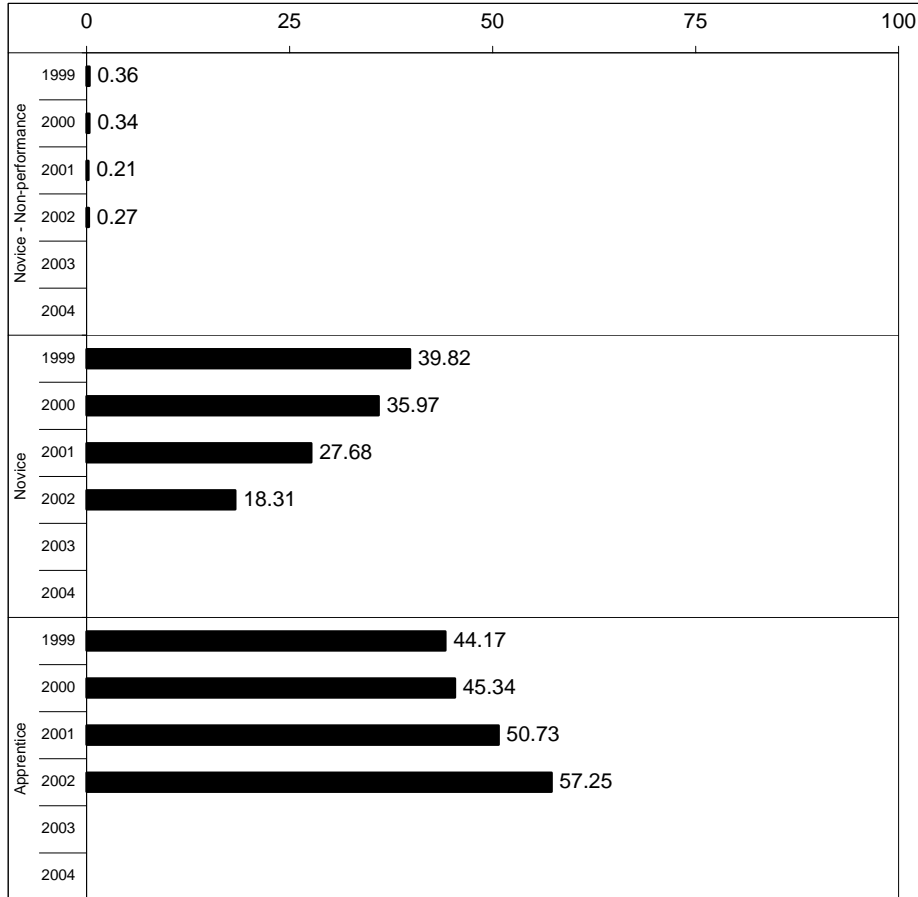


SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: REGION 8

Code: 908

Grade: 04





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: REGION 8
Code: 908
Grade: 04

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		31	1%	(1%)	52	2%	(2%)	1,631	50%	(49%)	1,420	43%	(45%)	131	4%	(4%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		83	3%	(2%)	55	2%	(2%)	362	11%	(12%)	2,628	80%	(81%)	137	4%	(4%)
		<u>Sometimes but</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example, letter or article) asked for on the On-Demand section of this test		55	2%	(3%)	1,212	37%	(48%)	410	13%	(12%)	711	22%	(17%)	732	22%	(16%)
		<u>Never</u>			<u>Not Every Week</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		2,396	73%	(71%)	725	22%	(24%)	144	4%	(5%)						

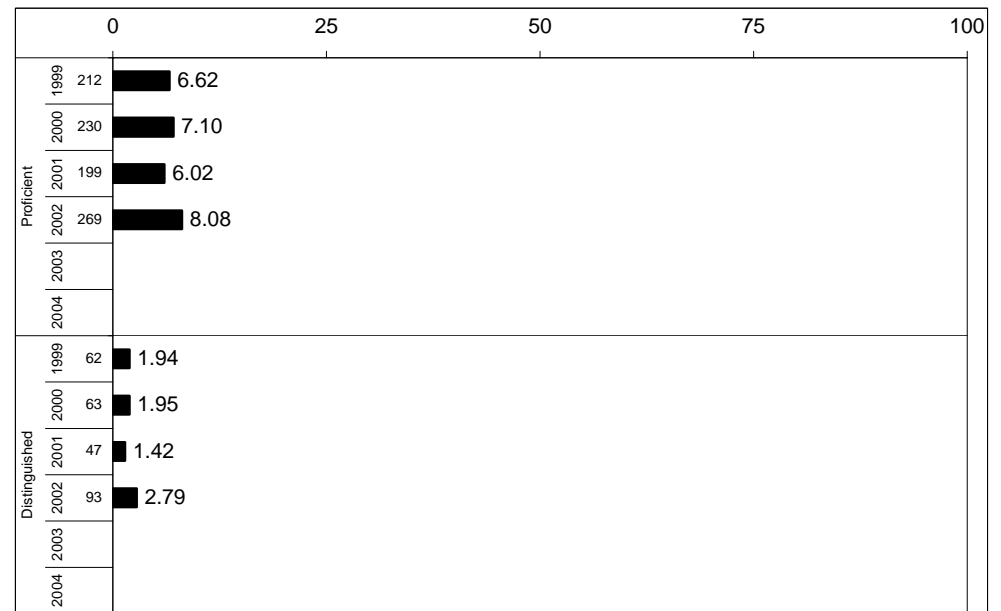
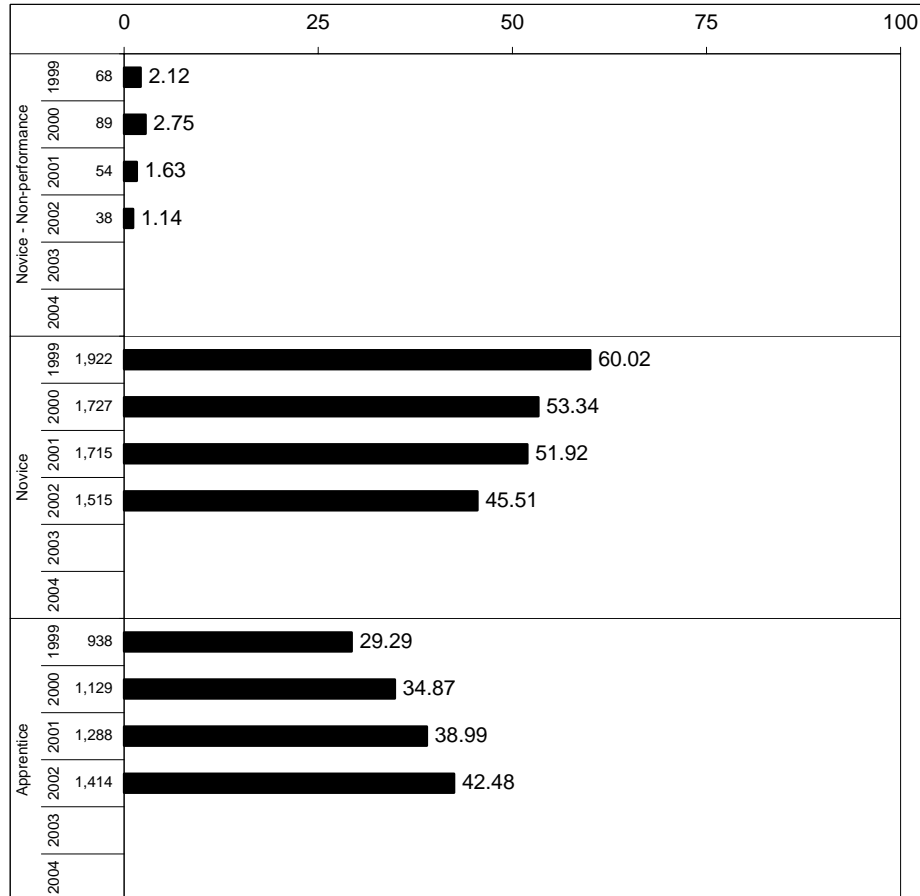
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: REGION 8
Code: 908
Grade: 05

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Music	36	2.1	2.3									
Dance	24	2.1	2.3									
Drama/Theatre	24	2.3	2.4									
Visual Arts	36	2.2	2.4									

District: Top
State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 05

OPEN RESPONSE	No.	REGION									STATE									School	
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Music	7	1,915	0	10	24	36	20	10	2.0	0.0	29,018	0	7	21	37	23	12	2.1	-0.1		
2.x.x - Dance	5	1,365	0	9	31	34	18	8	1.9	0.0	20,584	0	7	26	35	22	11	2.0	-0.1		
3.x.x - Drama/Theatre	5	1,385	0	5	17	44	23	11	2.2	0.0	20,796	0	4	15	41	26	14	2.3	-0.1		
4.x.x - Visual Arts	7	1,903	0	7	23	39	22	9	2.0	0.0	28,886	0	6	19	39	24	12	2.2	-0.2		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 05

	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	70	2% (2%)	792	24% (26%)	1,516	46% (47%)	896	27% (23%)	26 1% (1%)
	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
17 How well do you think you did on this test	40	1% (1%)	170	5% (5%)	1,990	60% (59%)	1,073	33% (33%)	27 1% (1%)
	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
18 How hard did you try on this test	82	2% (2%)	86	3% (3%)	386	12% (14%)	2,717	82% (80%)	29 1% (1%)
	<u>No Time</u>	<u>Less Than 1 Hour</u>	<u>1-2 Hours</u>	<u>3-4 Hours</u>	<u>More Than 4 Hours</u>	<u>Invalid Response</u>			
19 During a typical school week, how much class time do you spend on arts and humanities	95 3% (4%)	1,292 39% (45%)	1,335 40% (36%)	332 10% (9%)	215 7% (5%)	31 1% (1%)			
	<u>Never</u>	<u>Sometimes but not every Week</u>	<u>Once a Week</u>	<u>Two or Three times a Week</u>	<u>Four or Five times a Week</u>	<u>Invalid Response</u>			
20 How often do you complete written assignments about arts and humanities	279 8% (11%)	1,246 38% (45%)	568 17% (17%)	681 21% (15%)	490 15% (10%)	36 1% (1%)			
	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music and visual arts	2,462	75% (75%)	766	23% (23%)	72	2% (2%)			

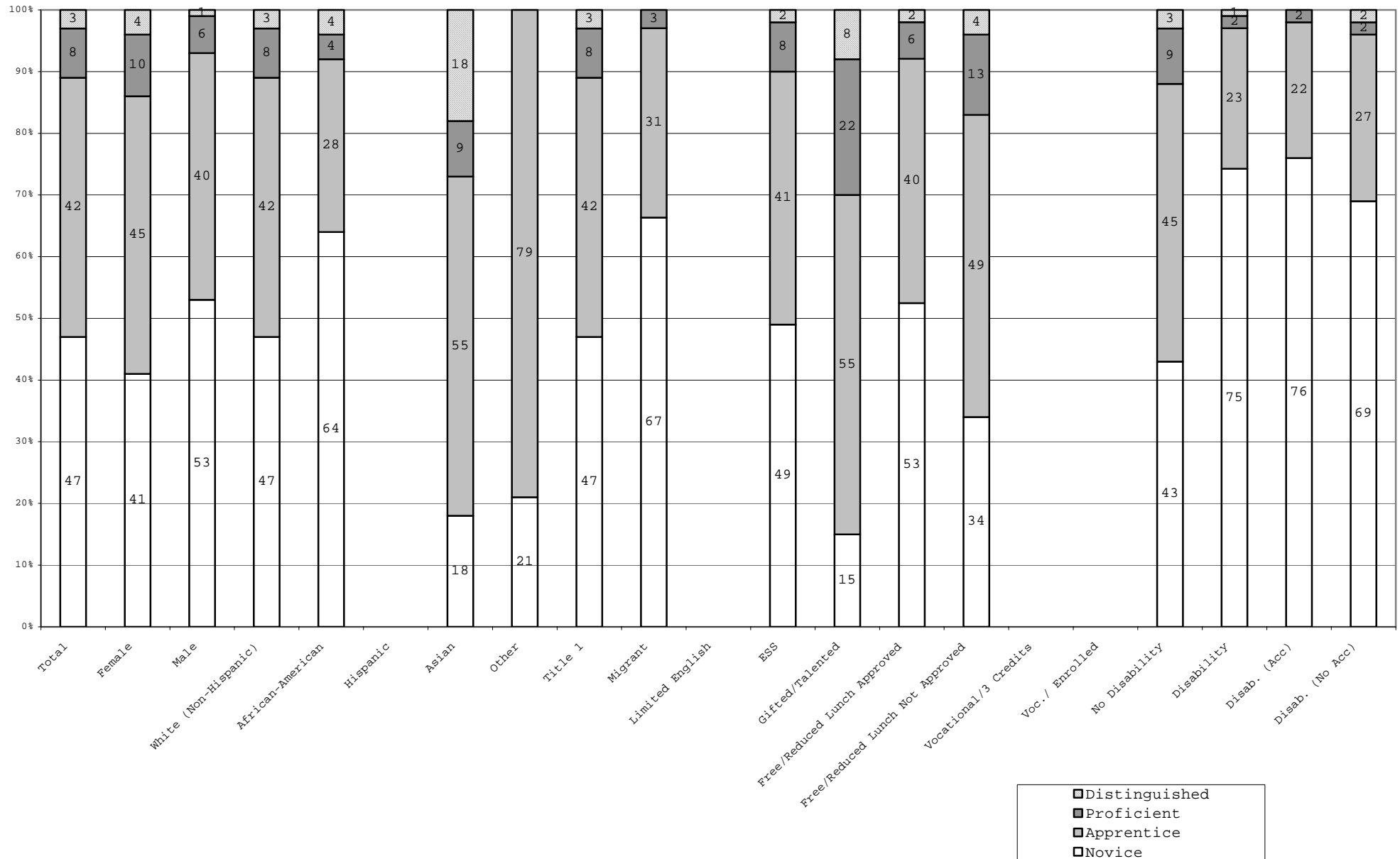
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

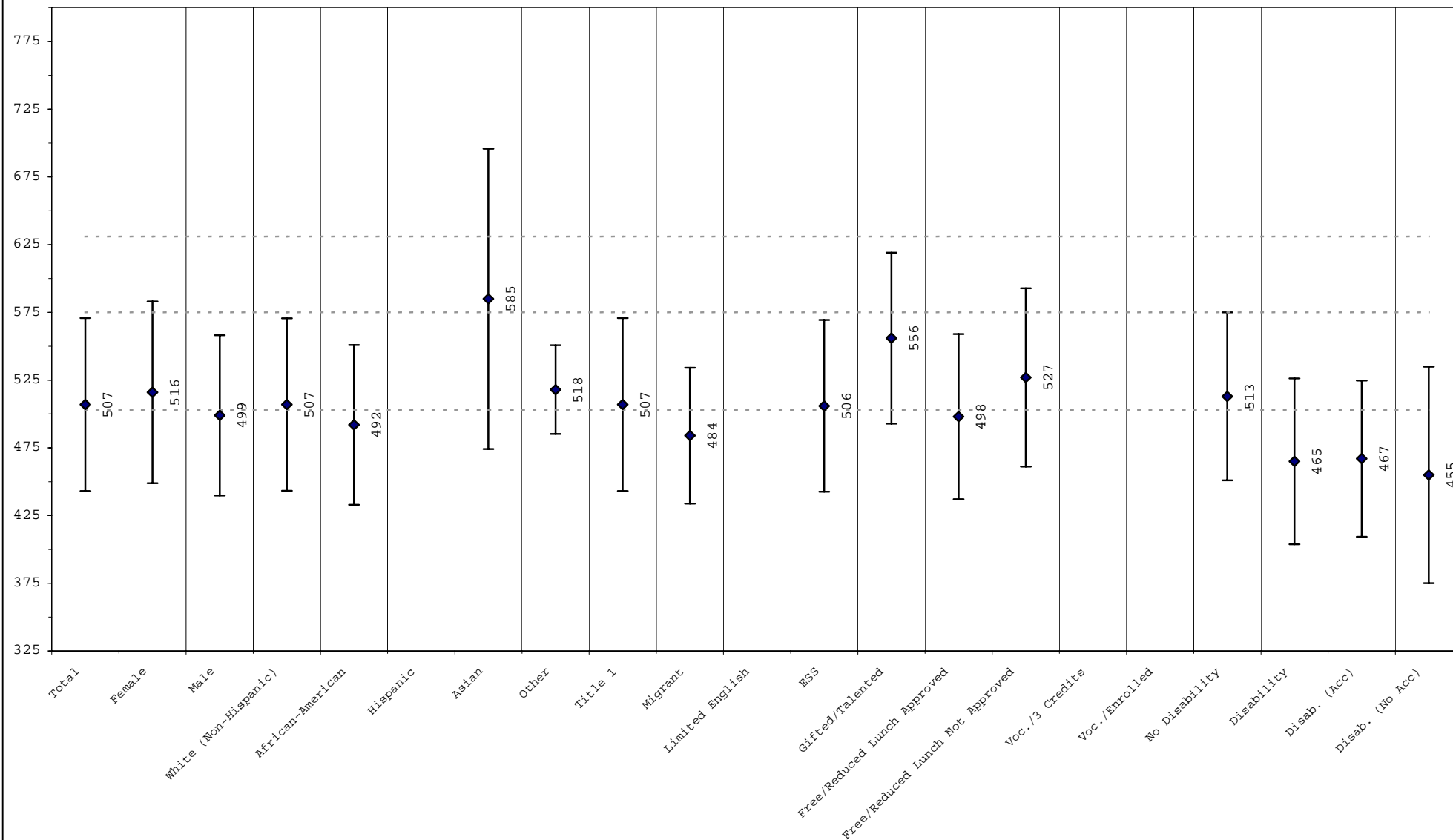
District: REGION 8
 Code: 908
 Grade: 05



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: REGION 8
Code: 908
Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,300		507 (1.1)	49,793		520 (0.3)
Gender:												
Female							1,638	50%	516 (1.7)	24,359	49%	529 (0.4)
Male							1,659	50%	499 (1.5)	25,404	51%	511 (0.4)
Gap Female vs Male									17*			18*
Ethnicity												
White (Non-Hispanic)							3,236	98%	507 (1.1)	42,731	86%	524 (0.3)
African-American							25	1%	492 (11.8)	5,488	11%	491 (0.8)
Hispanic							5			496	1%	505 (2.8)
Asian							11		585 (33.4)	299	1%	546 (4.1)
Other							14		518 (8.8)	593	1%	514 (2.6)
Gap White vs African American									15			33*
Gap White vs Hispanic												19*
Gap White vs Asian									-78*			-22*
Gap White vs Other									-11			10*
Title I												
Participating Students							3,300	100%	507 (1.1)	33,214	67%	511 (0.3)
Not Participating										16,579	33%	537 (0.5)
Gap Participating vs Non-Participating												-26*
Migrant Program												
Participating Students							39	1%	484 (8.0)	685	1%	492 (2.2)
Not Participating							3,261	99%	508 (1.1)	49,108	99%	520 (0.3)
Gap Participating vs Non-Participating									-24*			-28*
Limited English Proficiency												
Participating Students										188		491 (4.8)
Not Participating							3,300	100%	507 (1.1)	49,605	100%	520 (0.3)
Gap Participating vs Non-Participating												-29*
Extended School Services												
Participating Students							1,042	32%	506 (2.0)	12,749	26%	507 (0.5)
Not Participating							2,258	68%	508 (1.3)	37,044	74%	524 (0.4)
Gap Participating vs Non-Participating									-2			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 05

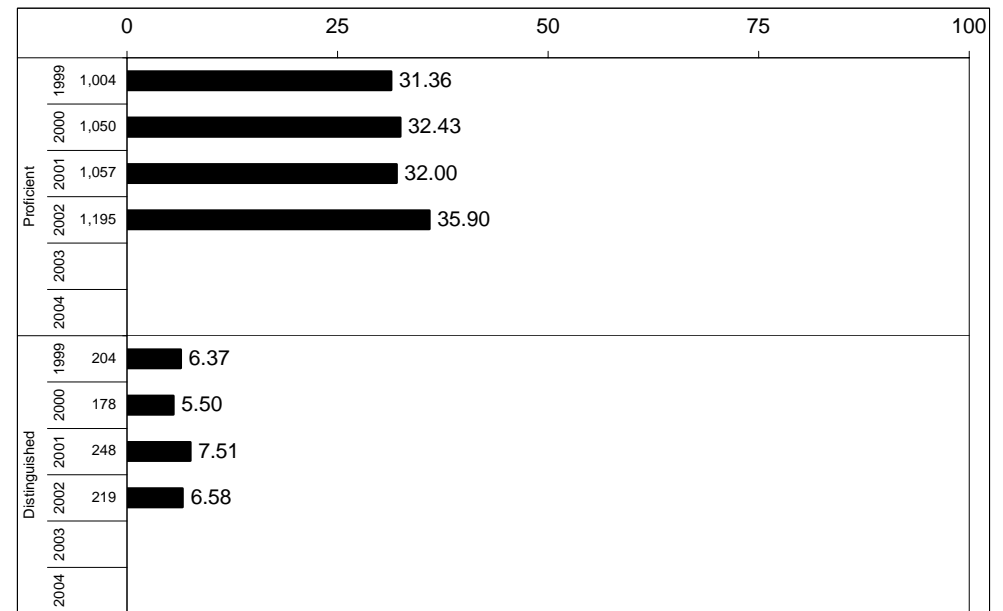
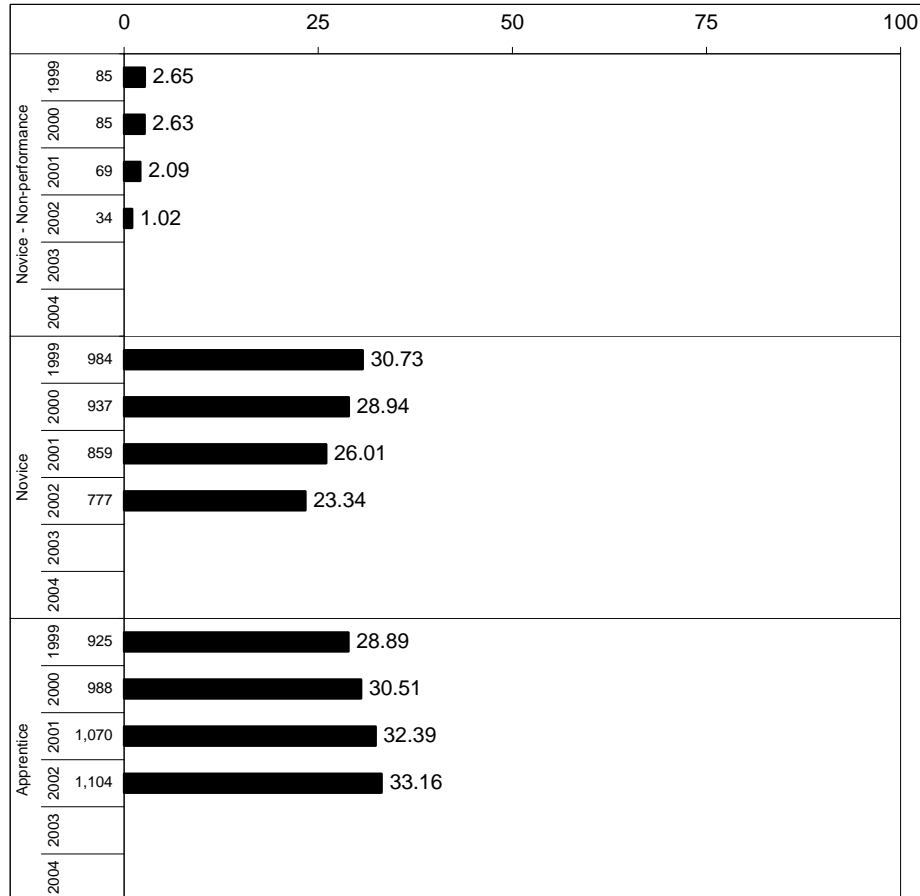
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							589	18%	556 (2.6)	9,045	18%	570 (0.8)
Not Participating							2,711	82%	497 (1.1)	40,748	82%	509 (0.3)
<i>Gap Participating vs Non-Participating</i>									59*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,297	70%	498 (1.3)	24,641	49%	501 (0.4)
Not Approved (includes not coded)							1,003	30%	527 (2.1)	25,152	51%	538 (0.4)
<i>Gap Approved vs Not Approved</i>									-29*			-37*
Disability Status												
Students without Disabilities (includes not coded)							2,903	88%	513 (1.2)	43,602	88%	526 (0.3)
Students with Disabilities							397	12%	465 (3.1)	6,191	12%	480 (0.8)
Tested with Accommodations							342	10%	467 (3.1)	5,006	10%	479 (0.9)
Tested without Accommodations							55	2%	455 (10.8)	1,185	2%	484 (2.0)
<i>Gap With vs Without</i>									-48*			-46*
Alternate Portfolio							29	1%		414	1%	
Exemptions (On-Demand)												
Medical							6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 05

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	50	2.3	2.4									
Physical Education	28	2.3	2.5									
Consumerism	21	2.2	2.4									
Jobs/Careers	21	2.3	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 05

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	No. Observations	STATE								School -State Mean
			Percents										Percents								
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
PRACTICAL LIVING																					
1.x.x - Health	12	3,293	0	5	18	40	28	9	2.2	0.0	49,637	0	4	16	40	29	11	2.3	-0.1		
2.x.x - Physical Education	4	1,087	0	2	23	41	23	11	2.2	0.0	16,494	0	2	19	39	27	13	2.3	-0.1		
3.x.x - Consumerism	4	1,089	0	6	21	38	27	8	2.1	0.0	16,454	0	5	19	39	27	10	2.2	-0.1		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	4	1,099	0	5	23	43	22	7	2.0	0.0	16,699	0	4	22	42	24	8	2.1	-0.1		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 05

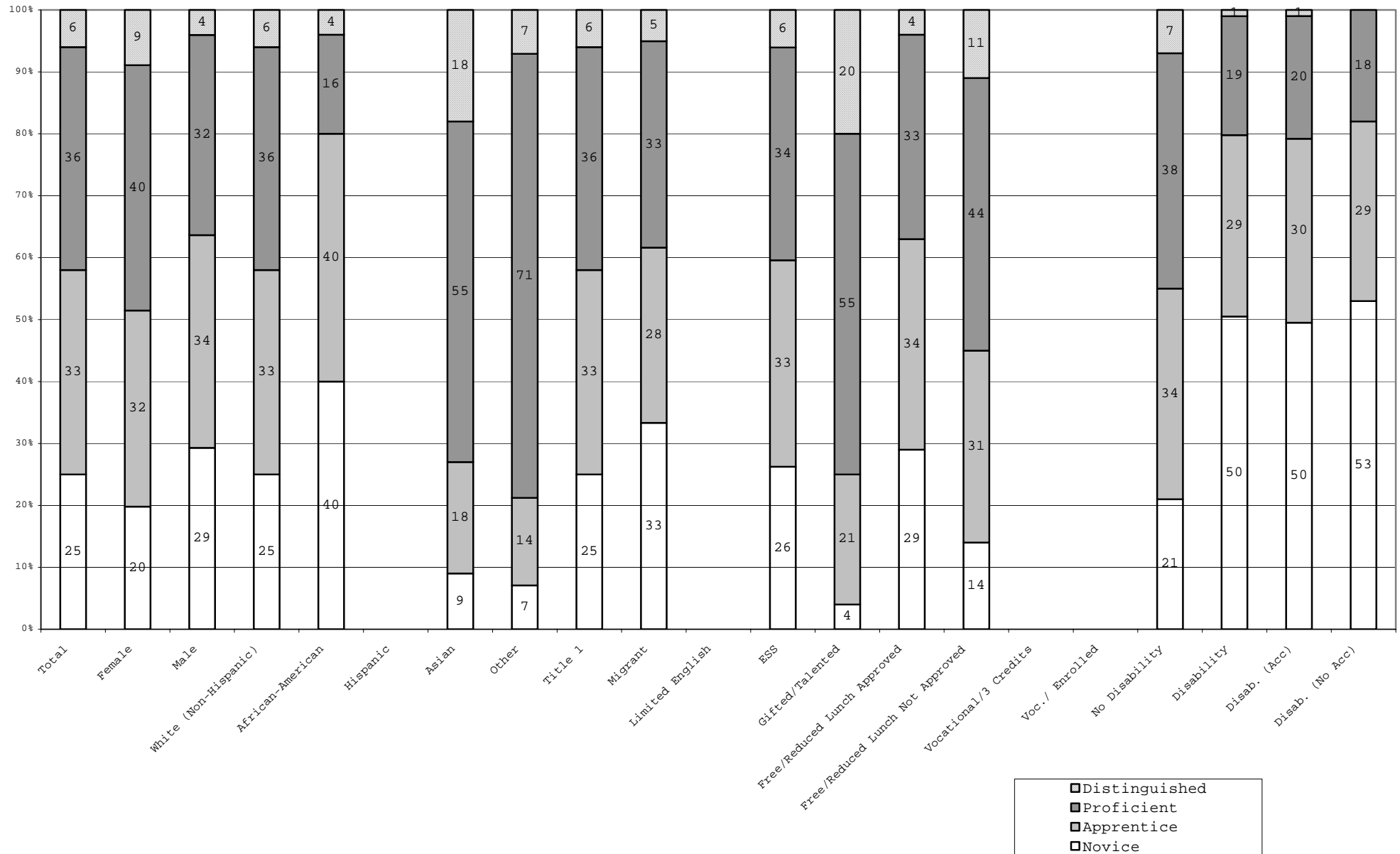
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	73 2% (3%)	584 18% (23%)	1,426 43% (43%)	1,136 34% (28%)	81 2% (2%)
17 How well do you think you did on this test	I Did Very Poorly 47 1% (1%)	I Did Poorly 64 2% (2%)	I Did Well 1,561 47% (46%)	I Did Very Well 1,536 47% (49%)	Invalid Response 92 3% (2%)
18 How hard did you try on this test	I Did Not Try 71 2% (2%)	I Tried a Little 64 2% (2%)	I Tried a Lot 297 9% (11%)	I Tried Very Hard 2,781 84% (83%)	Invalid Response 87 3% (2%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 05

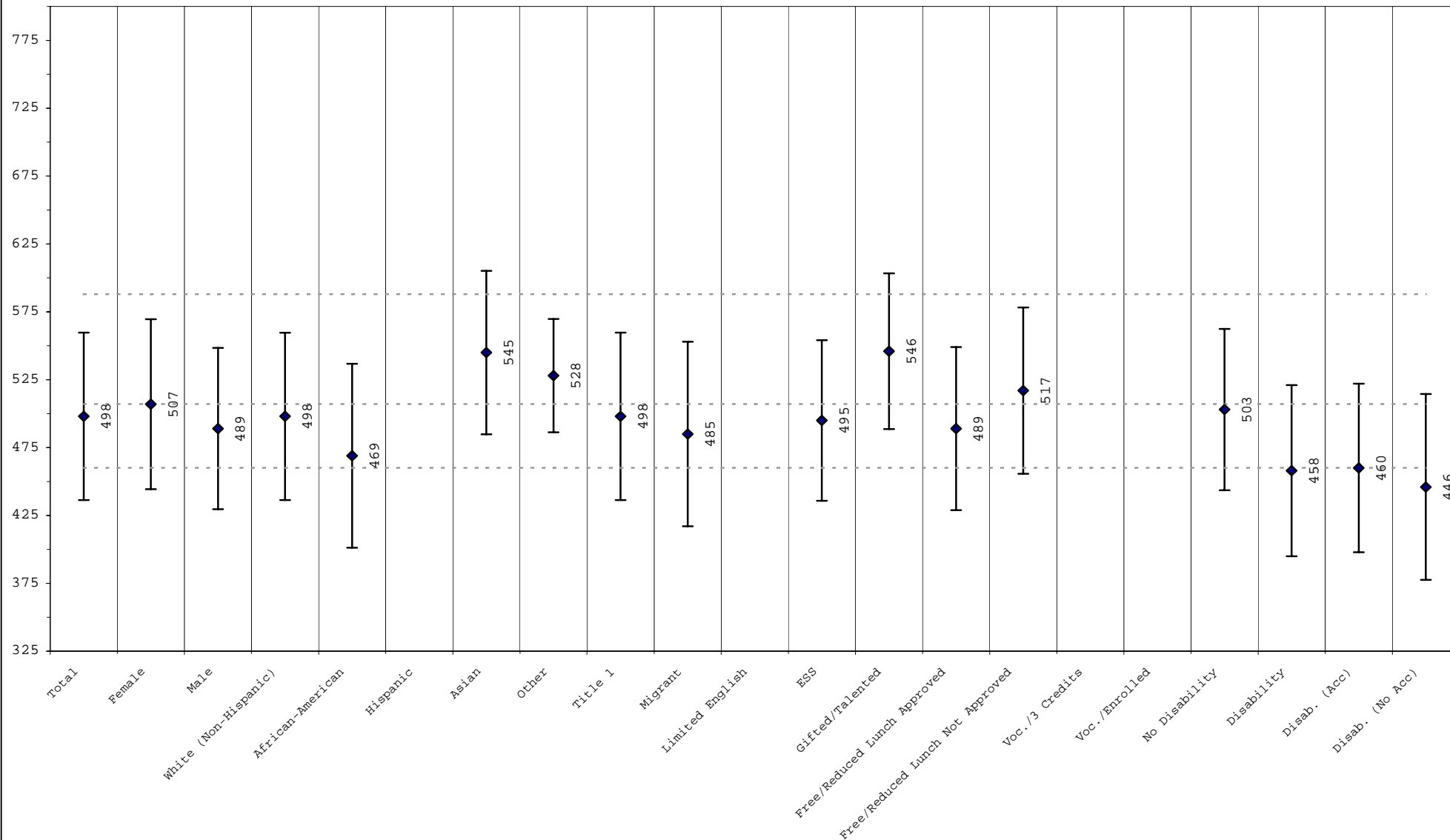


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: REGION 8
 Code: 908
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: REGION 8
 Code: 908
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,300		498 (1.1)	49,793		508 (0.3)
Gender:												
Female							1,638	50%	507 (1.5)	24,359	49%	517 (0.4)
Male							1,659	50%	489 (1.5)	25,404	51%	500 (0.4)
Gap Female vs Male									18*			17*
Ethnicity												
White (Non-Hispanic)							3,236	98%	498 (1.1)	42,731	86%	512 (0.3)
African-American							25	1%	469 (13.6)	5,488	11%	481 (0.8)
Hispanic							5			496	1%	495 (2.9)
Asian							11		545 (18.2)	299	1%	532 (3.9)
Other							14		528 (11.2)	593	1%	504 (2.7)
Gap White vs African American									29*			31*
Gap White vs Hispanic												17*
Gap White vs Asian									-47*			-20*
Gap White vs Other									-30*			8*
Title I												
Participating Students							3,300	100%	498 (1.1)	33,214	67%	501 (0.3)
Not Participating										16,579	33%	523 (0.5)
Gap Participating vs Non-Participating												-22*
Migrant Program												
Participating Students							39	1%	485 (10.9)	685	1%	482 (2.3)
Not Participating							3,261	99%	498 (1.1)	49,108	99%	509 (0.3)
Gap Participating vs Non-Participating									-13			-27*
Limited English Proficiency												
Participating Students										188		481 (5.0)
Not Participating							3,300	100%	498 (1.1)	49,605	100%	508 (0.3)
Gap Participating vs Non-Participating												-27*
Extended School Services												
Participating Students							1,042	32%	495 (1.8)	12,749	26%	496 (0.5)
Not Participating							2,258	68%	499 (1.3)	37,044	74%	513 (0.3)
Gap Participating vs Non-Participating									-4			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: REGION 8
 Code: 908
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							589	18%	546 (2.4)	9,045	18%	554 (0.7)
Not Participating							2,711	82%	487 (1.1)	40,748	82%	498 (0.3)
<i>Gap Participating vs Non-Participating</i>									59*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,297	70%	489 (1.3)	24,641	49%	491 (0.4)
Not Approved (includes not coded)							1,003	30%	517 (1.9)	25,152	51%	525 (0.4)
<i>Gap Approved vs Not Approved</i>									-28*			-34*
Disability Status												
Students without Disabilities (includes not coded)							2,903	88%	503 (1.1)	43,602	88%	514 (0.3)
Students with Disabilities							397	12%	458 (3.2)	6,191	12%	470 (0.8)
Tested with Accommodations							342	10%	460 (3.4)	5,006	10%	469 (0.9)
Tested without Accommodations							55	2%	446 (9.2)	1,185	2%	473 (1.9)
<i>Gap With vs Without</i>									-45*			-44*
Alternate Portfolio							29	1%		414	1%	
Exemptions (On-Demand)												
Medical							6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: REGION 8
 Code: 908
 Grade: EP

NRT Accountability Data by Year

End-of-Primary

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	3613	7	0.2	1060	29.3	866	24.0	821	22.7	859	23.8
2000	3432	7	0.2	764	22.3	853	24.9	800	23.3	1008	29.4
2001	3331	15	0.5	722	21.7	846	25.4	792	23.8	956	28.7
2002	3130	6	0.2	572	18.3	770	24.6	762	24.3	1020	32.6
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: REGION 8
 Code: 908
 Grade: End of Primary

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	3,130		53.8	57	54.2	58	54	58	54.8	59	18%	25%	24%	33%
Gender:														
Female	1,576	50%	55.6	61	57	63	55.2	60	56.9	63	16%	22%	26%	36%
Male	1,517	48%	51.8	54	51.3	53	52.8	55	52.7	55	21%	27%	23%	29%
(Not Coded)	37	1%												
Ethnicity														
White (Non-Hispanic)	3,076	98%	53.9	57	54.3	58	54.1	58	54.9	59	18%	25%	24%	33%
African-American	22	1%	43.3	38	45.5	42	46.8	44	45.3	41	32%	27%	27%	14%
Hispanic	2													
Asian	8													
Other	10		44.8	40	54.9	59	43.9	39	47.9	46	40%	0%	30%	30%
(Not Coded)	12													
Served by Title I	3,128	100%	53.8	57	54.2	58	54	58	54.8	59	18%	25%	24%	33%
Served by Migrant Program	42	1%	44.5	40	44	39	46.7	44	44.8	40	21%	43%	21%	14%
Students with Limited English Proficiency	2													
Served by Extended School Services	788	25%	47.9	46	47.3	45	48.9	48	48.3	47	25%	32%	24%	19%
Served by Gifted and Talented Program	143	5%	70.5	84	70.6	84	70.8	84	73.1	86	2%	8%	17%	73%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	2,152	69%	51	52	51.4	53	51.4	53	51.8	54	22%	27%	25%	27%
Not Approved (includes not coded)	978	31%	59.8	68	60.3	69	59.9	68	61.5	71	11%	20%	23%	46%
Disability Status														
Students without Disabilities (includes not coded)	2,845	91%	55.1	60	56	61	55.6	61	56.5	62	15%	24%	26%	35%
Students with Disabilities	285	9%	40.6	33	36.8	27	38.8	30	38.3	29	49%	28%	13%	9%
Tested with Accommodations	220	7%	40.2	32	35.4	24	38.3	29	37.5	28	53%	28%	10%	8%
Tested without Accommodations	65	2%	41.9	35	41.8	35	40.2	32	41	34	37%	29%	20%	14%
Alternate Portfolio	15													
	Number Exemptions:				Medical		LEP		Other					
			On-Demand		2									

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

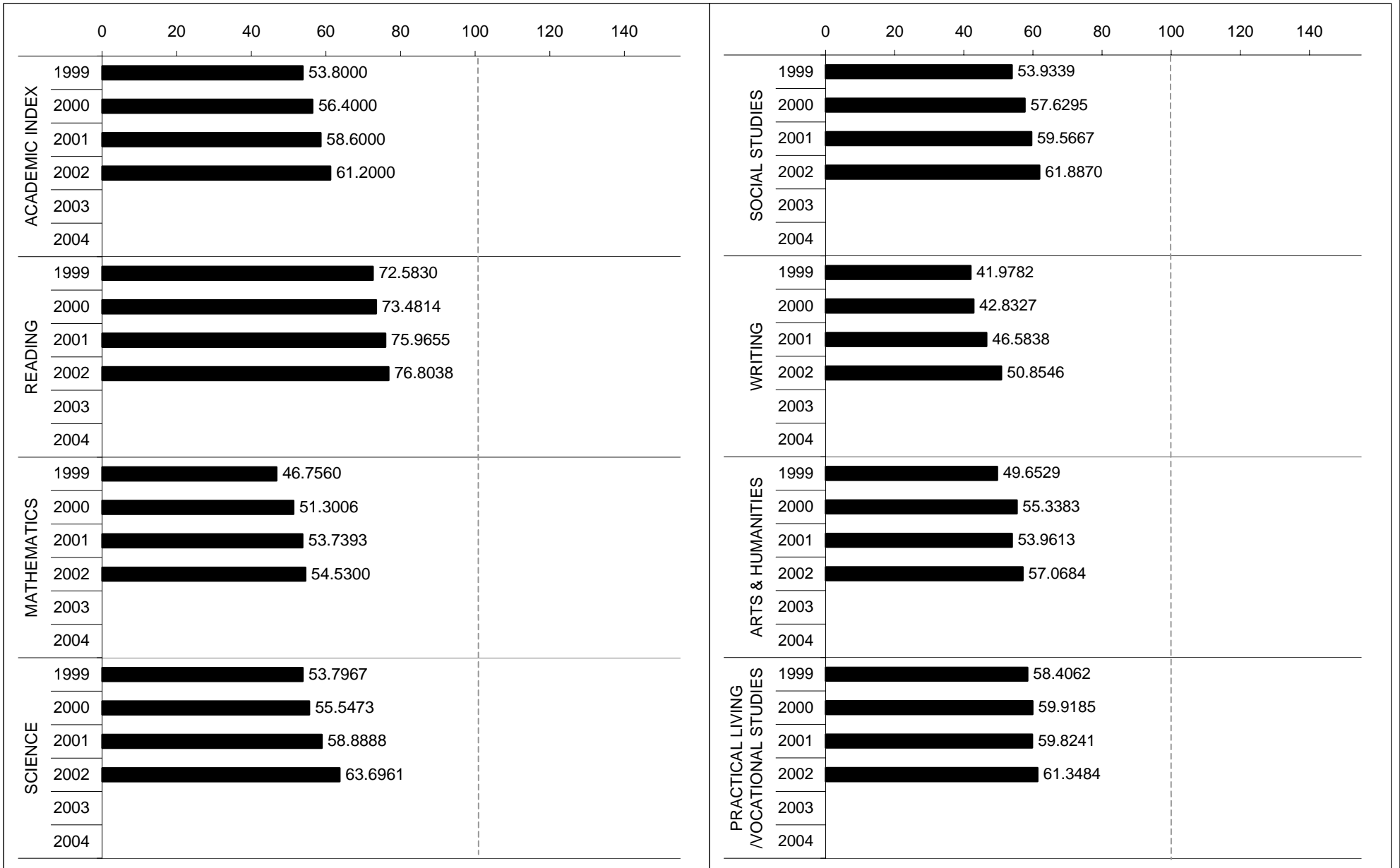


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: REGION 8

Code: 908

Grade: 07/08

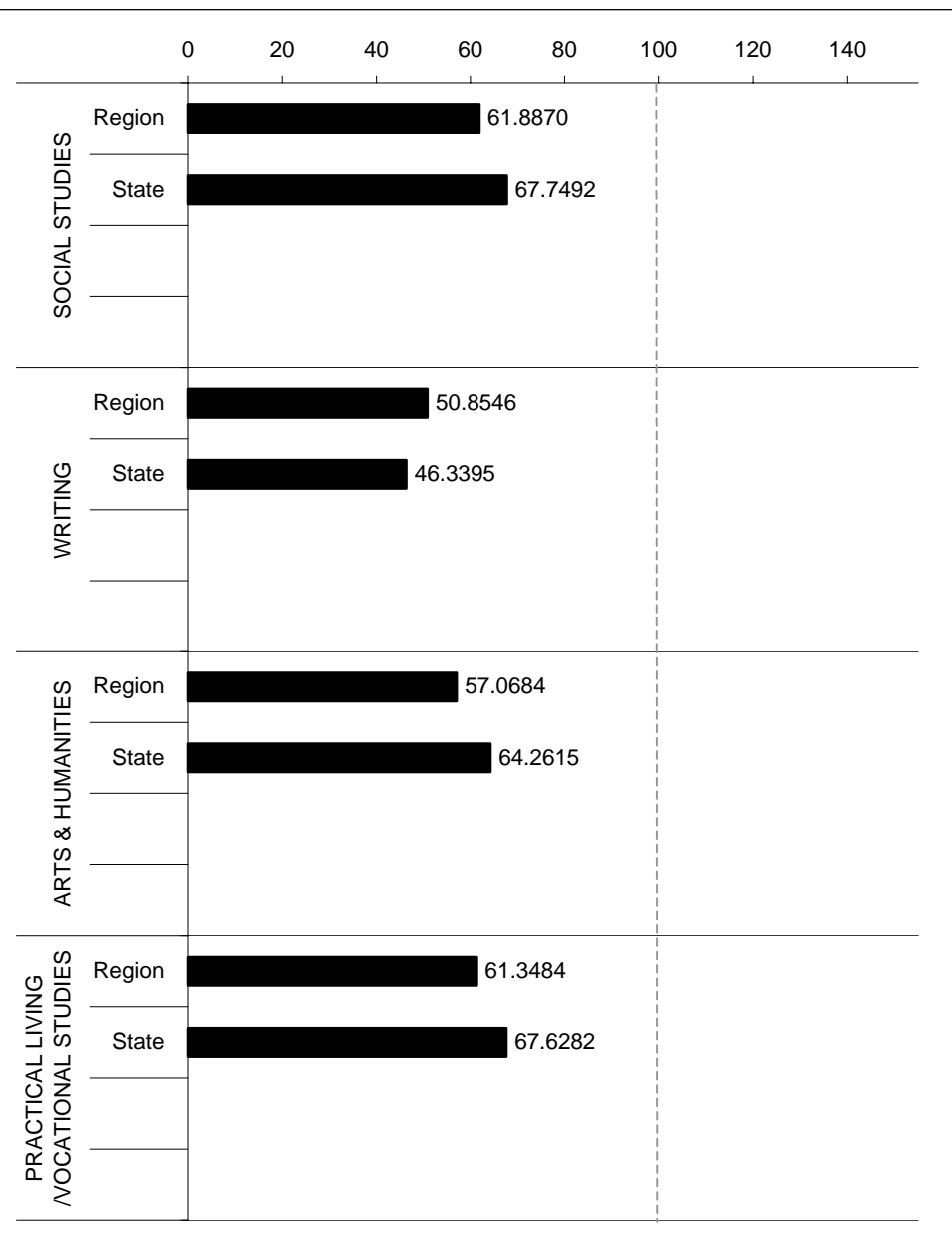
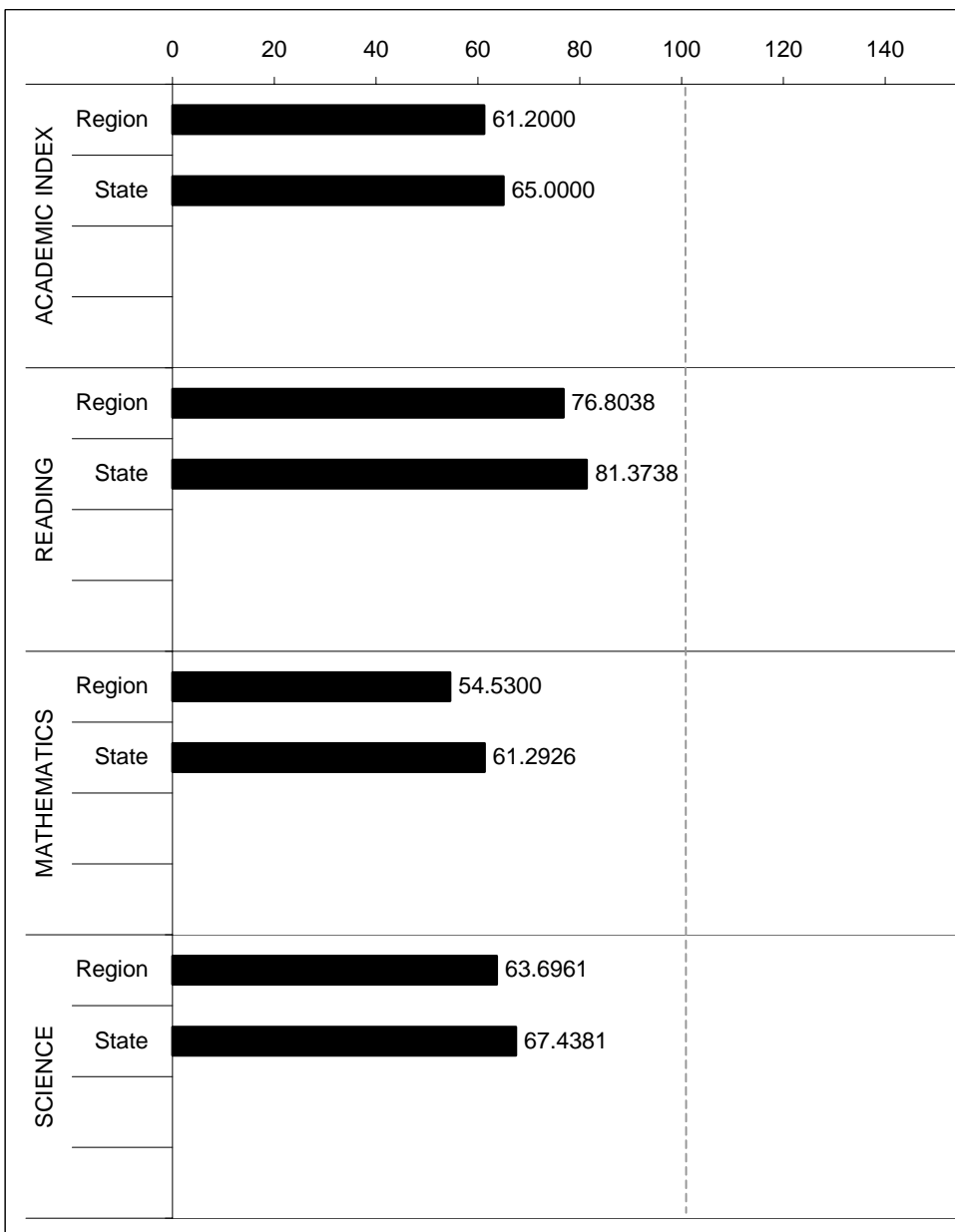


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: REGION 8

Code: 908

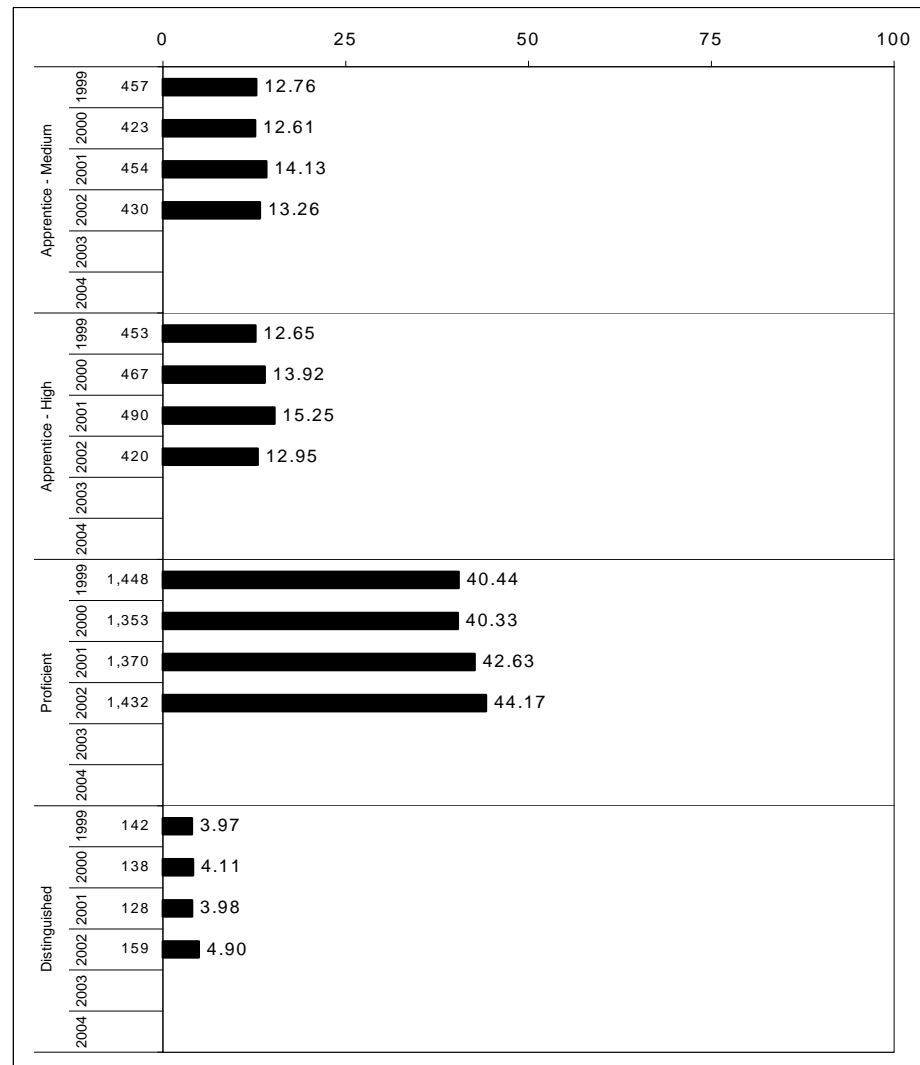
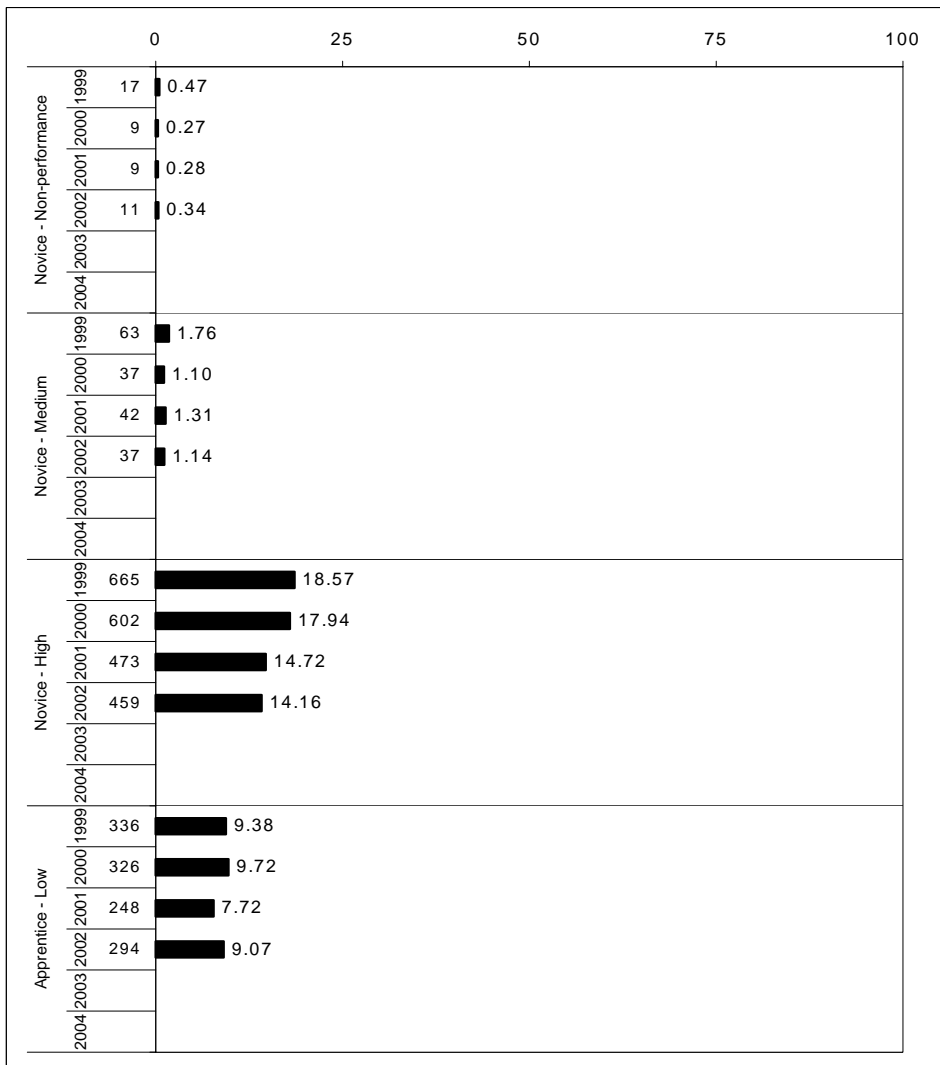
Grade: 07/08





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: REGION 8
Code: 908
Grade: 07

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	60	2.1	2.2									
Informational	40	2.0	2.2									
Persuasive	20	2.1	2.2									
Practical/Workplace	30	2.3	2.4									

District: Top
State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 07

OPEN RESPONSE	No. Items	No. Observations	REGION								STATE								School -State	
			Percents						Mean	Std. Err.	No. Observations	Percents						Mean		
			B	0	1	2	3	4				B	0	1	2	3	4			
1.0.x - Literary	12	7,464	0	6	30	44	17	3	1.8	0.0	113,563	1	5	26	44	21	4	1.9	-0.1	
2.0.x - Informational	8	4,804	0	9	28	41	18	3	1.8	0.0	73,295	1	8	23	43	21	4	1.9	-0.1	
3.0.x - Persuasive	4	3,198	0	5	29	45	17	4	1.8	0.0	48,709	1	4	24	47	20	4	2.0	-0.2	
4.0.x - Practical/Workplace	6	3,722	0	5	23	45	22	5	2.0	0.0	56,687	0	4	19	45	26	6	2.1	-0.1	
MULTIPLE CHOICE			REGION						STATE						School -State Mean					
			No.	Observations	Percents				Mean	Std. Err.	No.	Percents				Mean				
					B	0	1	2				3	4	B			0	1	2	3	4
1.0.x - Literary	48	29,856	69		31			0	0.69	0.00	454,252	71		29			0	0.71	-0.02	
2.0.x - Informational	32	19,216	67		33			0	0.67	0.00	293,180	69		31			0	0.69	-0.02	
3.0.x - Persuasive	16	12,792	64		36			0	0.64	0.00	194,836	67		33			0	0.67	-0.03	
4.0.x - Practical/Workplace	24	14,888	70		30			0	0.70	0.00	226,748	72		28			0	0.72	-0.02	



SPRING 2002 **KENTUCKY PERFORMANCE REPORT** **READING QUESTIONNAIRE DATA**

District: REGION 8
 Code: 908
 Grade: 07

			None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school			75	2%	(4%)	684	21%	(28%)	1,717	54%	(51%)	706	22%	(16%)	18	1%	(1%)
			I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test			25	1%	(1%)	94	3%	(4%)	2,227	69%	(71%)	831	26%	(23%)	22	1%	(1%)
			I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test			84	3%	(2%)	65	2%	(3%)	556	17%	(22%)	2,480	77%	(71%)	18	1%	(1%)
			No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts			167	5%	(7%)	1,215	38%	(44%)	1,335	42%	(37%)	366	11%	(8%)	99	3%	(3%)
			Invalid Response			Invalid Response			Invalid Response			Invalid Response			Invalid Response		
In your class, how often do you do the following:						Sometimes but not every Week			Two or Three times a Week			Four or Five times a Week			Invalid Response		
			Never						Once a Week								
40 listen to an adult read aloud			244	8%	(10%)	1,013	32%	(35%)	435	14%	(13%)	809	25%	(22%)	679	21%	(19%)
41 use a chart or web with passages you read			543	17%	(22%)	1,141	36%	(40%)	572	18%	(16%)	643	20%	(14%)	282	9%	(6%)
42 read novels, short stories or poems			112	3%	(3%)	713	22%	(25%)	554	17%	(18%)	943	29%	(26%)	866	27%	(26%)
43 read newspapers or magazines			379	12%	(16%)	981	31%	(32%)	750	23%	(20%)	594	19%	(16%)	482	15%	(15%)
44 spend time thinking or talking about what you are going to read BEFORE you read			624	19%	(22%)	794	25%	(27%)	570	18%	(18%)	691	22%	(19%)	505	16%	(14%)
45 use a computer to research and read poems, articles, stories, or books			758	24%	(27%)	1,037	32%	(36%)	466	15%	(14%)	499	16%	(13%)	419	13%	(10%)
46 use a computer to answer questions about poems, articles, stories or books you have read			1,145	36%	(36%)	910	28%	(33%)	520	16%	(13%)	391	12%	(9%)	217	7%	(6%)
47 respond in writing to what you read			321	10%	(11%)	779	24%	(28%)	619	19%	(20%)	810	25%	(24%)	649	20%	(16%)
48 discuss what you read with a teacher or other students			306	10%	(11%)	711	22%	(26%)	512	16%	(17%)	751	23%	(23%)	906	28%	(22%)

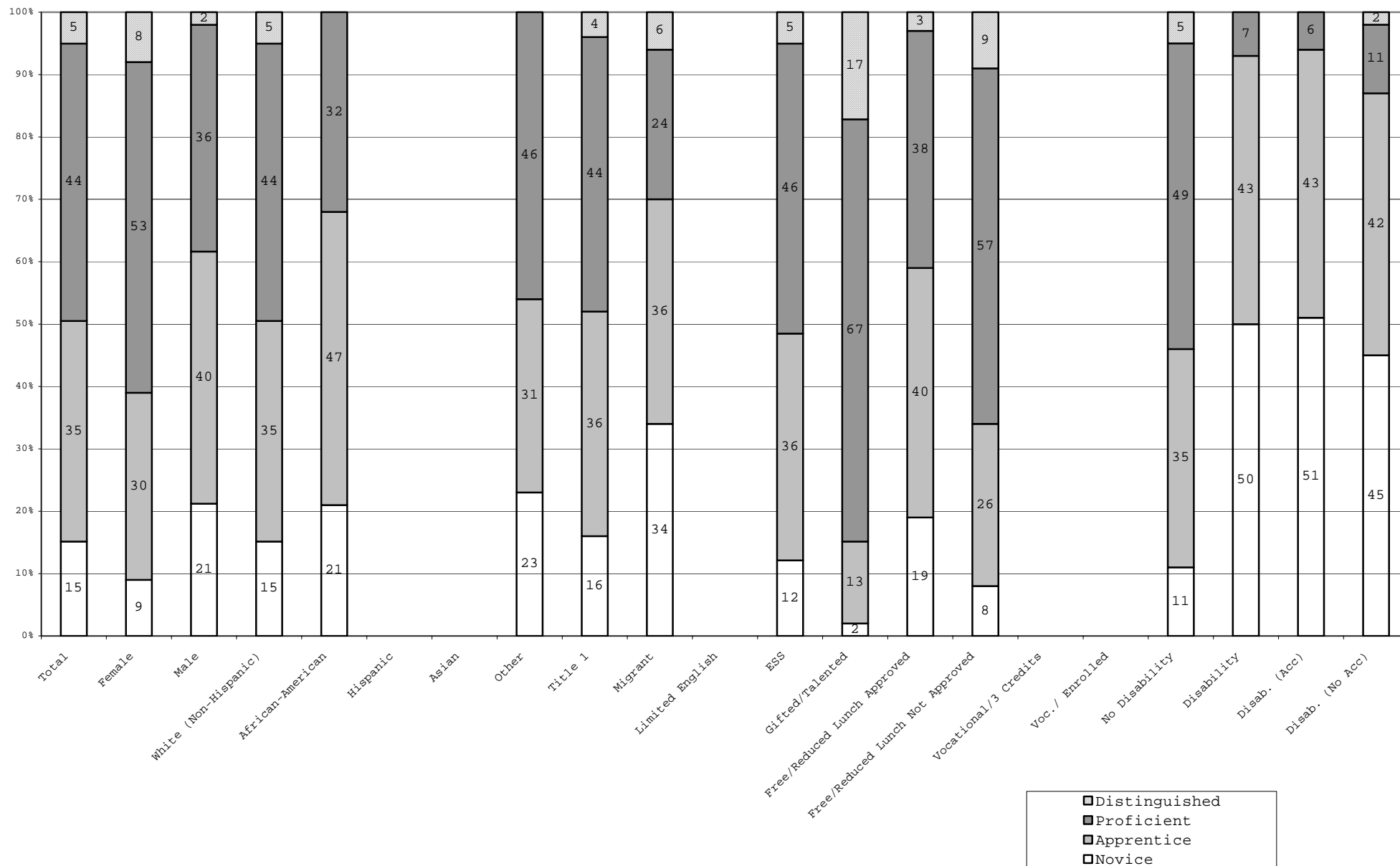
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 07

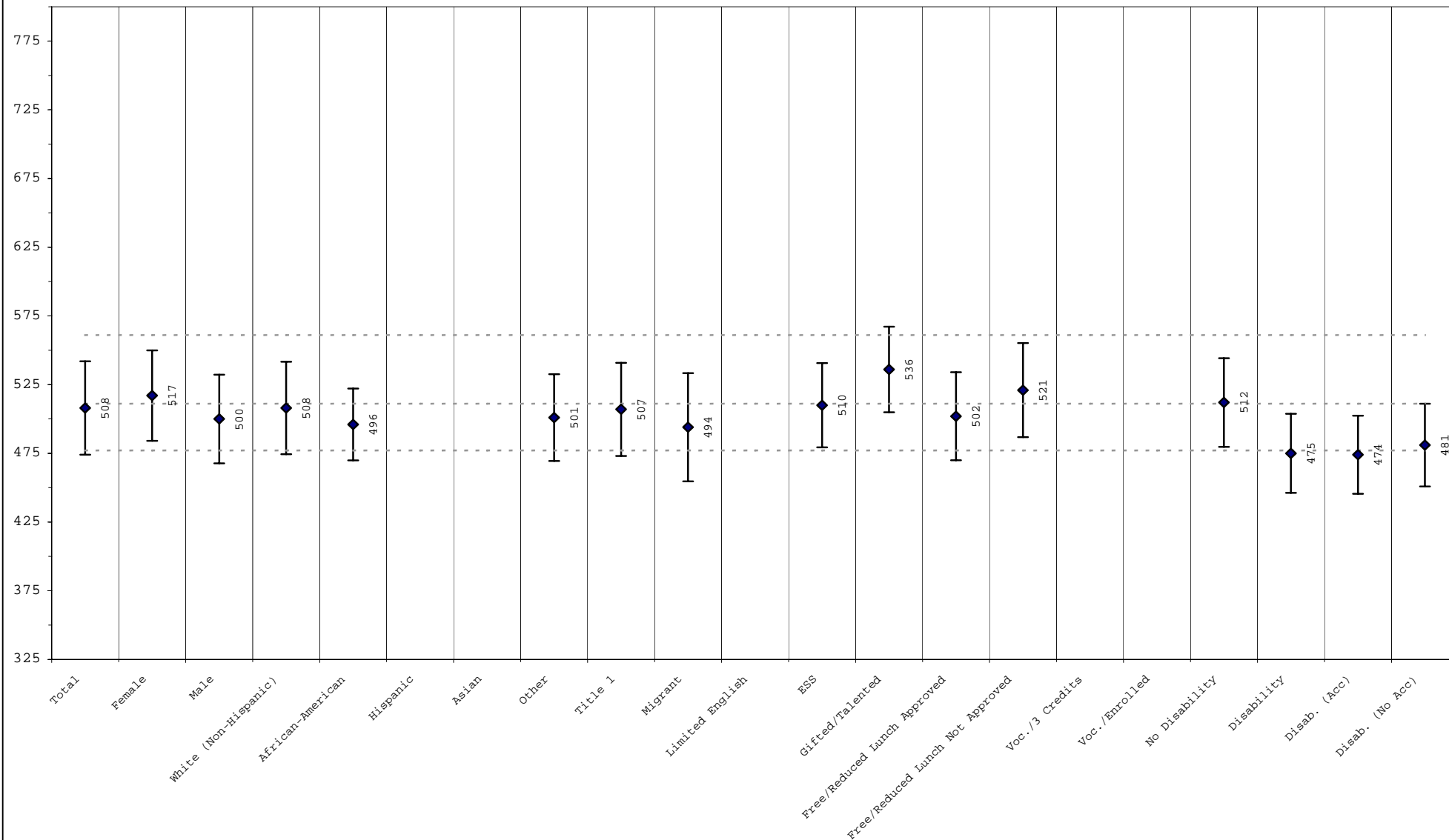


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: REGION 8
 Code: 908
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 8
 Code: 908
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,206		508 (0.6)	48,856		513 (0.2)
Gender:												
Female							1,521	47%	517 (0.8)	23,609	48%	521 (0.2)
Male							1,682	52%	500 (0.8)	25,213	52%	506 (0.2)
Gap Female vs Male									17*			15*
Ethnicity												
White (Non-Hispanic)							3,147	98%	508 (0.6)	42,088	86%	515 (0.2)
African-American							19	1%	496 (6.0)	5,129	10%	496 (0.5)
Hispanic							5			449	1%	504 (1.9)
Asian							8			327	1%	530 (2.1)
Other							13		501 (8.7)	615	1%	510 (1.4)
Gap White vs African American									12*			19*
Gap White vs Hispanic												11*
Gap White vs Asian												-15*
Gap White vs Other									7			5*
Title I												
Participating Students							2,676	83%	507 (0.7)	22,844	47%	509 (0.2)
Not Participating							530	17%	513 (1.5)	26,012	53%	517 (0.2)
Gap Participating vs Non-Participating									-6*			-8*
Migrant Program												
Participating Students							50	2%	494 (5.6)	554	1%	500 (1.3)
Not Participating							3,156	98%	508 (0.6)	48,302	99%	513 (0.2)
Gap Participating vs Non-Participating									-14*			-13*
Limited English Proficiency												
Participating Students							2			119		483 (4.4)
Not Participating							3,204	100%	508 (0.6)	48,737	100%	513 (0.2)
Gap Participating vs Non-Participating												-30*
Extended School Services												
Participating Students							1,008	31%	510 (1.0)	9,973	20%	506 (0.3)
Not Participating							2,198	69%	507 (0.8)	38,883	80%	515 (0.2)
Gap Participating vs Non-Participating									3*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 8
 Code: 908
 Grade: 07

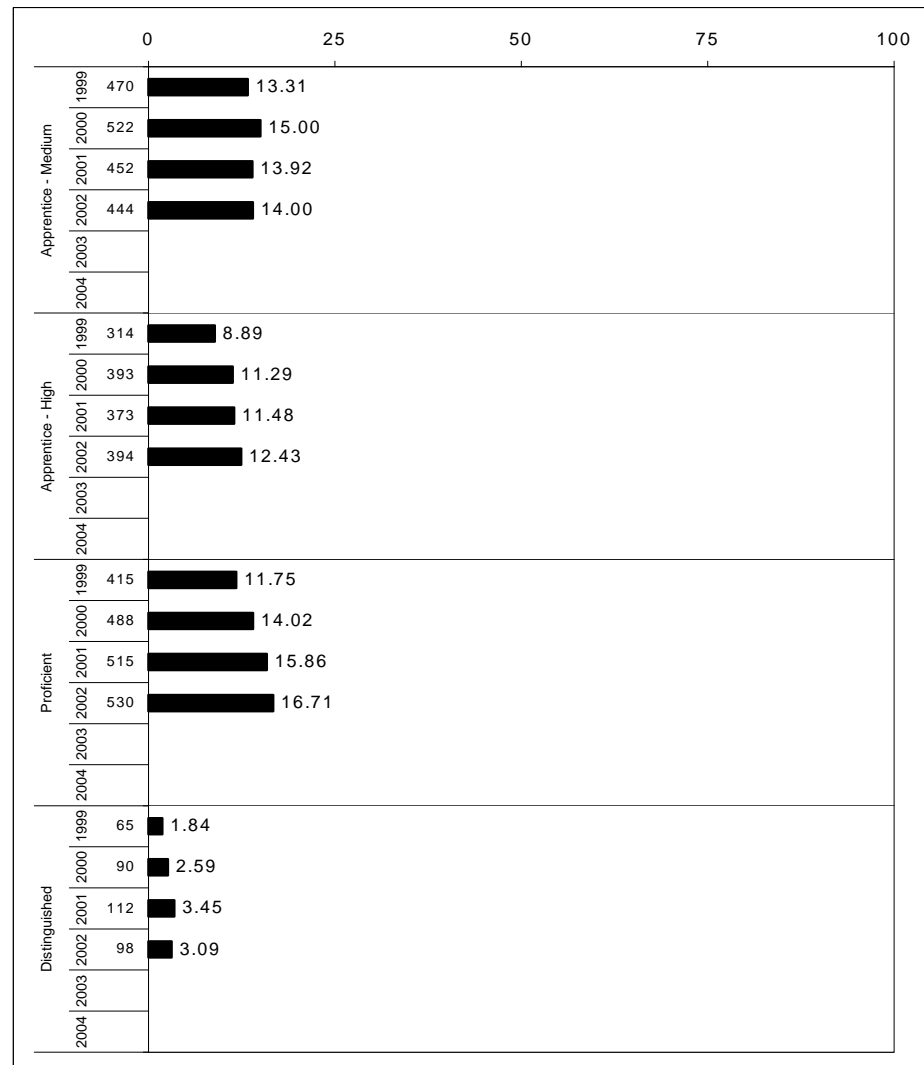
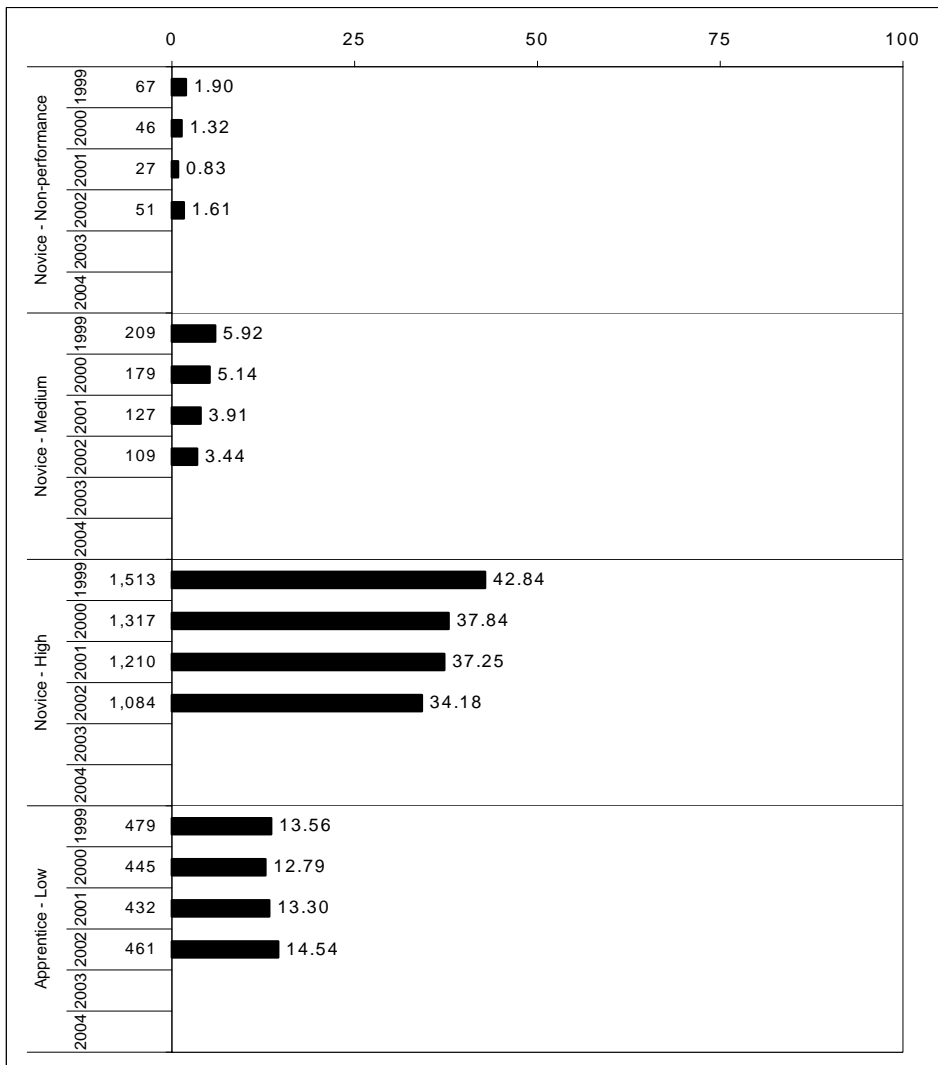
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							527	16%	536 (1.4)	8,226	17%	542 (0.3)
Not Participating							2,679	84%	502 (0.6)	40,630	83%	507 (0.2)
<i>Gap Participating vs Non-Participating</i>									34*			35*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,125	66%	502 (0.7)	22,205	45%	502 (0.2)
Not Approved (includes not coded)							1,081	34%	521 (1.0)	26,651	55%	523 (0.2)
<i>Gap Approved vs Not Approved</i>									-19*			-21*
Disability Status												
Students without Disabilities (includes not coded)							2,832	88%	512 (0.6)	43,093	88%	517 (0.2)
Students with Disabilities							374	12%	475 (1.5)	5,763	12%	481 (0.4)
Tested with Accommodations							308	10%	474 (1.6)	4,117	8%	480 (0.5)
Tested without Accommodations							66	2%	481 (3.7)	1,646	3%	483 (0.9)
<i>Gap With vs Without</i>									-37*			-36*
Alternate Portfolio							36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			146		
LEP										206		
Other										13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 08

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	56	1.6	1.8				♦	♦				
Geometry/Measurement	44	1.5	1.7				♦	♦				
Probability/Statistics	26	1.9	2.0					♦	♦			
Algebraic Ideas	44	1.6	1.8				♦	♦				

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: REGION 8

Code: 908

Grade: 08

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	No. Observations	STATE								School -State Mean
			Percents										Percents								
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
1.x.x - Number/Computation	13	6,787	0	28	35	19	12	6	1.3	0.0	101,179	1	22	34	21	15	8	1.5	-0.2		
1.1.x - Concepts	2	1,047	1	27	32	25	11	5	1.3	0.0	15,461	1	19	29	30	14	6	1.6	-0.3		
1.2.x - Skills	12	6,267	0	28	36	18	12	6	1.3	0.0	93,455	1	22	34	20	15	8	1.5	-0.2		
1.3.x - Relationships	0	0									0										
2.x.x - Geometry/Measurement	10	5,225	0	30	36	20	9	4	1.2	0.0	77,570	1	23	35	23	12	7	1.4	-0.2		
2.1.x - Concepts	1	520	1	36	28	16	10	9	1.3	0.1	7,724	1	33	26	15	12	13	1.4	-0.1		
2.2.x - Skills	7	3,664	0	28	39	23	7	2	1.2	0.0	54,162	1	21	37	27	10	5	1.4	-0.2		
2.3.x - Relationships	2	1,041	0	36	30	13	14	7	1.3	0.0	15,684	1	26	31	14	18	10	1.6	-0.3		
3.x.x - Probability/Statistics	7	3,651	0	17	24	27	26	5	1.8	0.0	54,352	0	15	24	27	27	6	1.8	0.0		
3.1.x - Concepts	1	520	0	9	16	29	45	1	2.1	0.0	7,724	0	8	15	27	47	2	2.2	-0.1		
3.2.x - Skills	7	3,651	0	17	24	27	26	5	1.8	0.0	54,352	0	15	24	27	27	6	1.8	0.0		
3.3.x - Relationships	2	1,048	0	14	24	37	22	3	1.8	0.0	15,682	0	13	26	34	22	4	1.8	0.0		
4.x.x - Algebraic Ideas	13	6,774	1	23	37	24	10	5	1.4	0.0	101,193	1	18	35	27	12	7	1.6	-0.2		
4.1.x - Concepts	2	1,048	1	28	31	27	9	3	1.3	0.0	15,466	1	25	27	29	10	7	1.4	-0.1		
4.2.x - Skills	11	5,726	1	25	38	21	11	5	1.3	0.0	85,511	1	19	36	24	13	8	1.5	-0.2		
4.3.x - Relationships	7	3,645	1	21	34	28	12	5	1.4	0.0	54,796	1	15	32	32	13	7	1.6	-0.2		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	43	27,122	55	45	0				0.55	0.00	404,121	59	41	0				0.59	-0.04		
1.1.x - Concepts	15	10,437	52	48	0				0.52	0.00	155,305	57	43	0				0.57	-0.05		
1.2.x - Skills	24	13,562	56	44	0				0.55	0.00	202,186	59	41	0				0.59	-0.04		
1.3.x - Relationships	6	4,165	59	41	0				0.59	0.01	62,304	63	37	0				0.63	-0.04		
2.x.x - Geometry/Measurement	34	19,820	54	46	0				0.54	0.00	295,221	58	42	0				0.58	-0.04		
2.1.x - Concepts	10	6,254	55	45	0				0.55	0.01	93,223	59	41	0				0.59	-0.04		
2.2.x - Skills	23	13,045	54	46	0				0.54	0.00	194,038	57	43	0				0.57	-0.03		
2.3.x - Relationships	3	1,562	52	48	0				0.52	0.01	23,629	56	44	0				0.56	-0.04		
3.x.x - Probability/Statistics	19	12,527	56	44	0				0.56	0.00	186,505	59	41	0				0.59	-0.03		
3.1.x - Concepts	4	2,609	55	45	0				0.55	0.01	39,105	59	41	0				0.59	-0.04		
3.2.x - Skills	14	8,877	59	41	0				0.59	0.01	131,731	63	37	0				0.63	-0.04		
3.3.x - Relationships	2	1,561	35	65	0				0.35	0.01	23,408	38	62	0				0.38	-0.03		
4.x.x - Algebraic Ideas	31	19,295	52	48	0				0.52	0.00	287,695	56	44	0				0.56	-0.04		
4.1.x - Concepts	11	6,788	53	47	0				0.53	0.01	101,008	57	43	0				0.57	-0.04		
4.2.x - Skills	19	11,986	52	48	0				0.52	0.00	178,938	55	45	0				0.55	-0.03		
4.3.x - Relationships	3	1,563	38	62	0				0.38	0.01	23,227	46	54	0				0.46	-0.08		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	47	1%	(1%)	318	10%	(14%)	1,639	52%	(54%)	1,109	35%	(29%)	9	0%	(1%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	42	1%	(2%)	218	7%	(8%)	2,251	72%	(68%)	601	19%	(20%)	14	0%	(1%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	79	3%	(2%)	85	3%	(3%)	505	16%	(20%)	2,450	78%	(74%)	11	0%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	148	5%	(11%)	1,626	52%	(54%)	548	17%	(14%)	573	18%	(14%)	226	7%	(6%)
40 work on mathematics projects/investigations that require more than one class period	453	14%	(24%)	1,448	46%	(46%)	571	18%	(14%)	478	15%	(10%)	169	5%	(5%)
41 use a calculator	31	1%	(2%)	229	7%	(9%)	130	4%	(6%)	492	16%	(18%)	2,234	71%	(64%)
42 use a computer	1,055	34%	(47%)	1,067	34%	(31%)	385	12%	(8%)	349	11%	(6%)	252	8%	(7%)
43 write about mathematics	484	15%	(21%)	1,025	33%	(34%)	528	17%	(14%)	527	17%	(13%)	544	17%	(15%)
44 use hands-on materials other than books, worksheets, calculators or computers	275	9%	(17%)	1,169	37%	(40%)	561	18%	(15%)	592	19%	(14%)	520	17%	(12%)
45 draw pictures or charts to help explain your thinking	85	3%	(4%)	699	22%	(28%)	615	20%	(20%)	1,055	34%	(28%)	660	21%	(18%)
46 discuss different ways to solve problems	62	2%	(3%)	308	10%	(11%)	312	10%	(13%)	864	28%	(28%)	1,570	50%	(44%)
47 receive meaningful feedback on assignments	192	6%	(8%)	478	15%	(18%)	536	17%	(17%)	936	30%	(27%)	970	31%	(28%)
48 work on mathematics that is related to real-life experiences	193	6%	(7%)	638	20%	(23%)	513	16%	(17%)	915	29%	(27%)	860	27%	(24%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

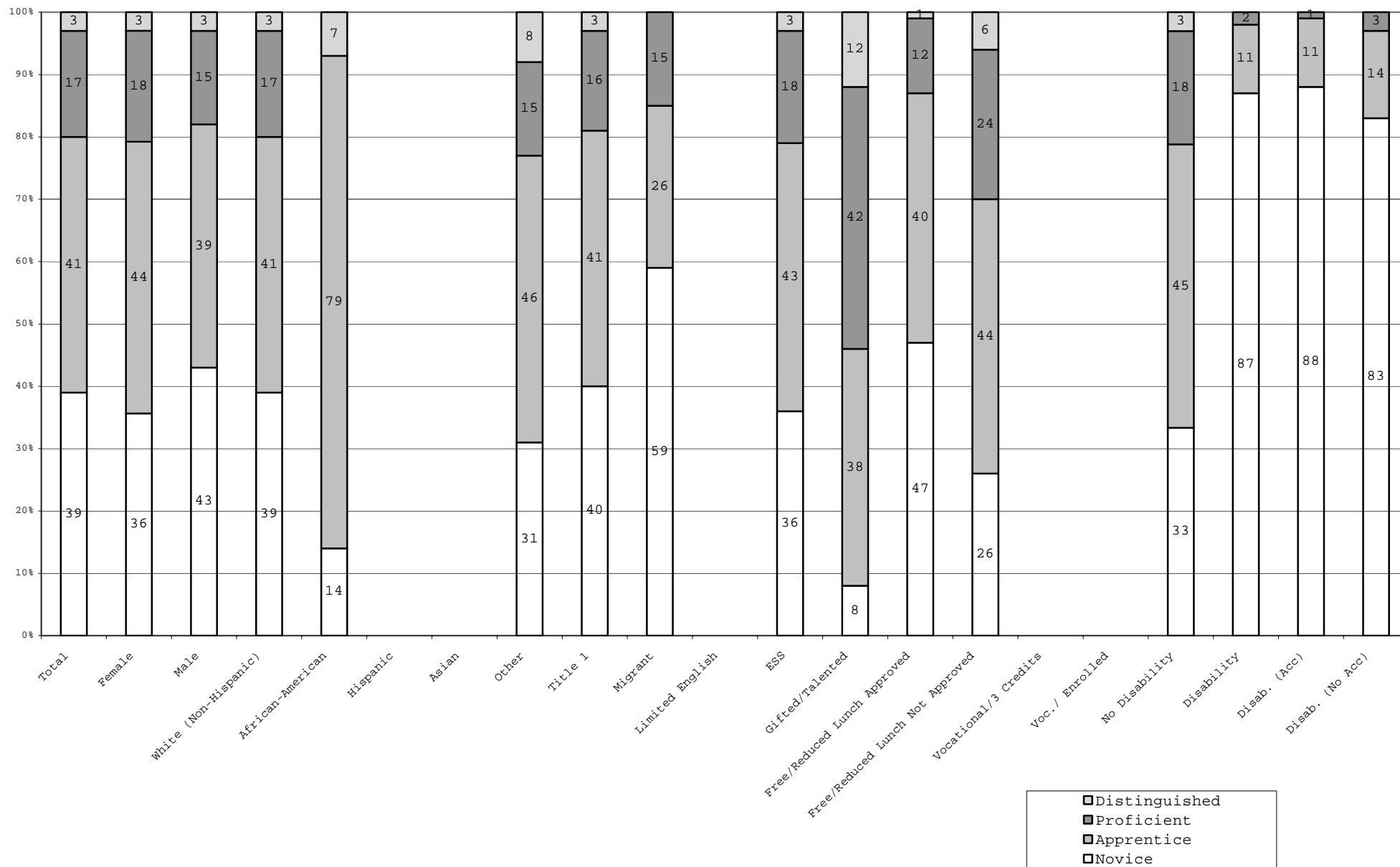
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SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 08

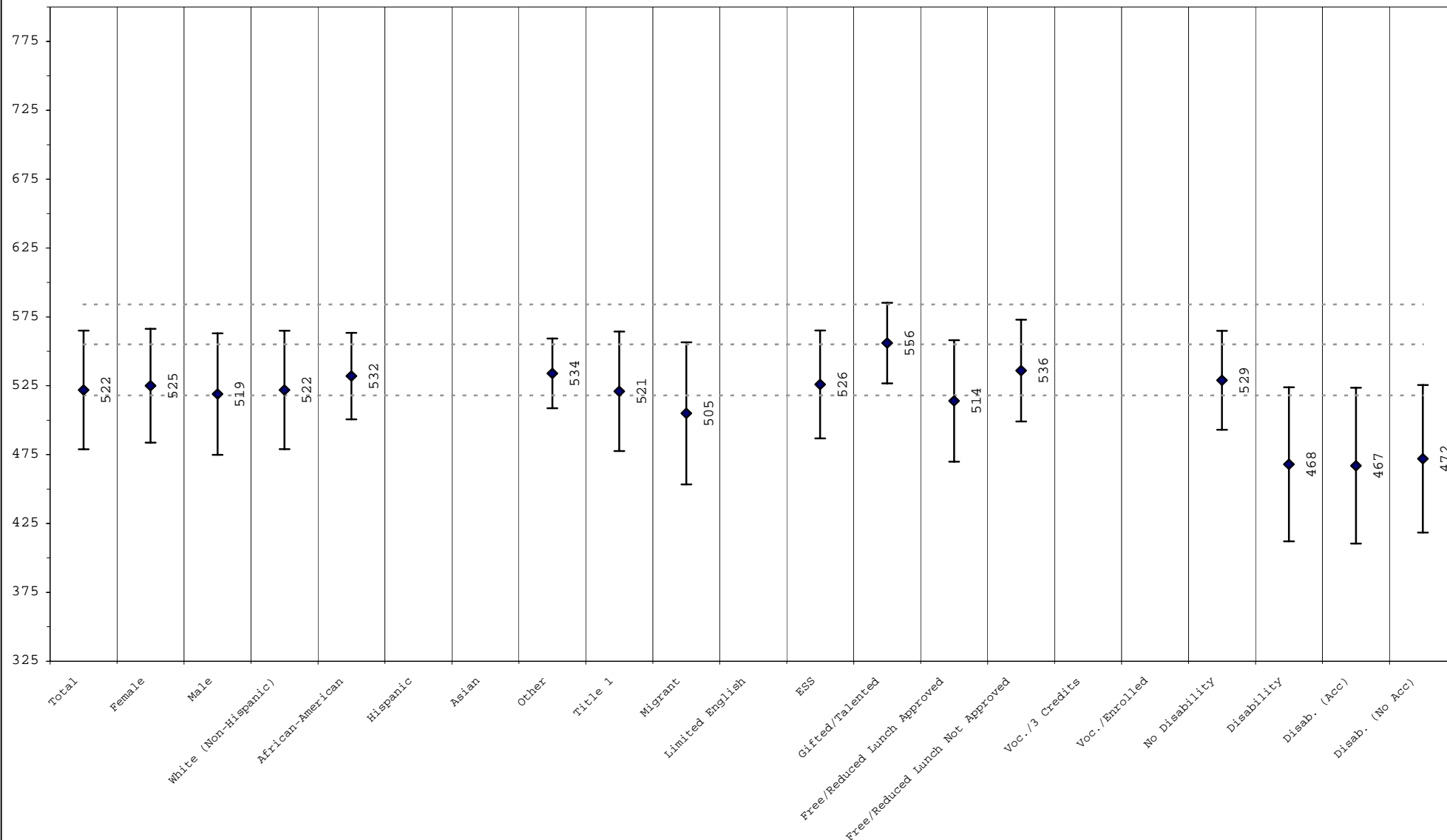


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,135		522 (0.8)	46,957		530 (0.2)
Gender:												
Female							1,477	47%	525 (1.1)	22,893	49%	532 (0.3)
Male							1,656	53%	519 (1.1)	24,042	51%	528 (0.3)
Gap Female vs Male									6*			4*
Ethnicity												
White (Non-Hispanic)							3,084	98%	522 (0.8)	40,780	87%	533 (0.2)
African-American							14		532 (8.4)	4,723	10%	507 (0.6)
Hispanic							8			453	1%	521 (2.1)
Asian							6			311	1%	557 (2.7)
Other							13		534 (7.0)	547	1%	527 (1.7)
Gap White vs African American									-10			26*
Gap White vs Hispanic												12*
Gap White vs Asian												-24*
Gap White vs Other									-12			6*
Title I												
Participating Students							2,671	85%	521 (0.8)	21,583	46%	523 (0.3)
Not Participating							464	15%	529 (1.9)	25,374	54%	535 (0.2)
Gap Participating vs Non-Participating									-8*			-12*
Migrant Program												
Participating Students							34	1%	505 (8.8)	449	1%	511 (2.1)
Not Participating							3,101	99%	522 (0.8)	46,508	99%	530 (0.2)
Gap Participating vs Non-Participating									-17			-19*
Limited English Proficiency												
Participating Students							1			118		502 (5.4)
Not Participating							3,134	100%	522 (0.8)	46,839	100%	530 (0.2)
Gap Participating vs Non-Participating												-28*
Extended School Services												
Participating Students							621	20%	526 (1.6)	7,703	16%	523 (0.4)
Not Participating							2,514	80%	521 (0.9)	39,254	84%	531 (0.2)
Gap Participating vs Non-Participating									5*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 08

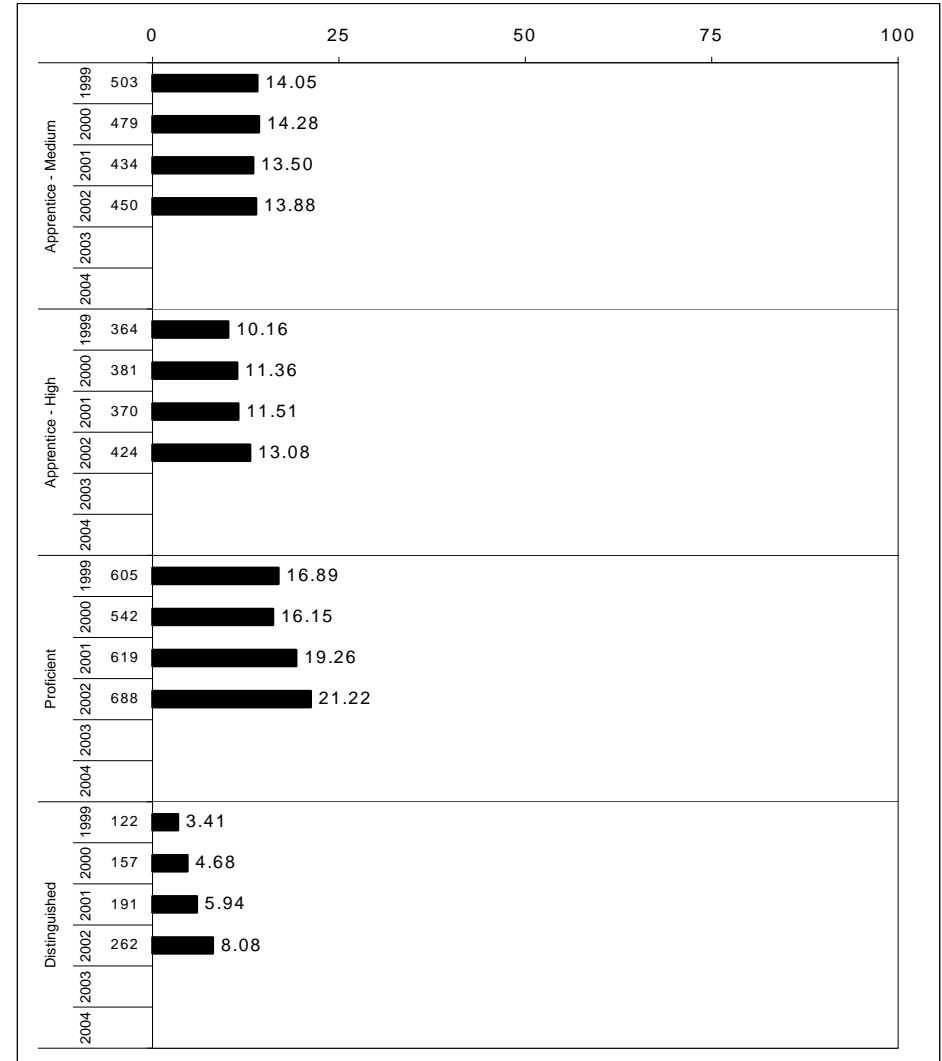
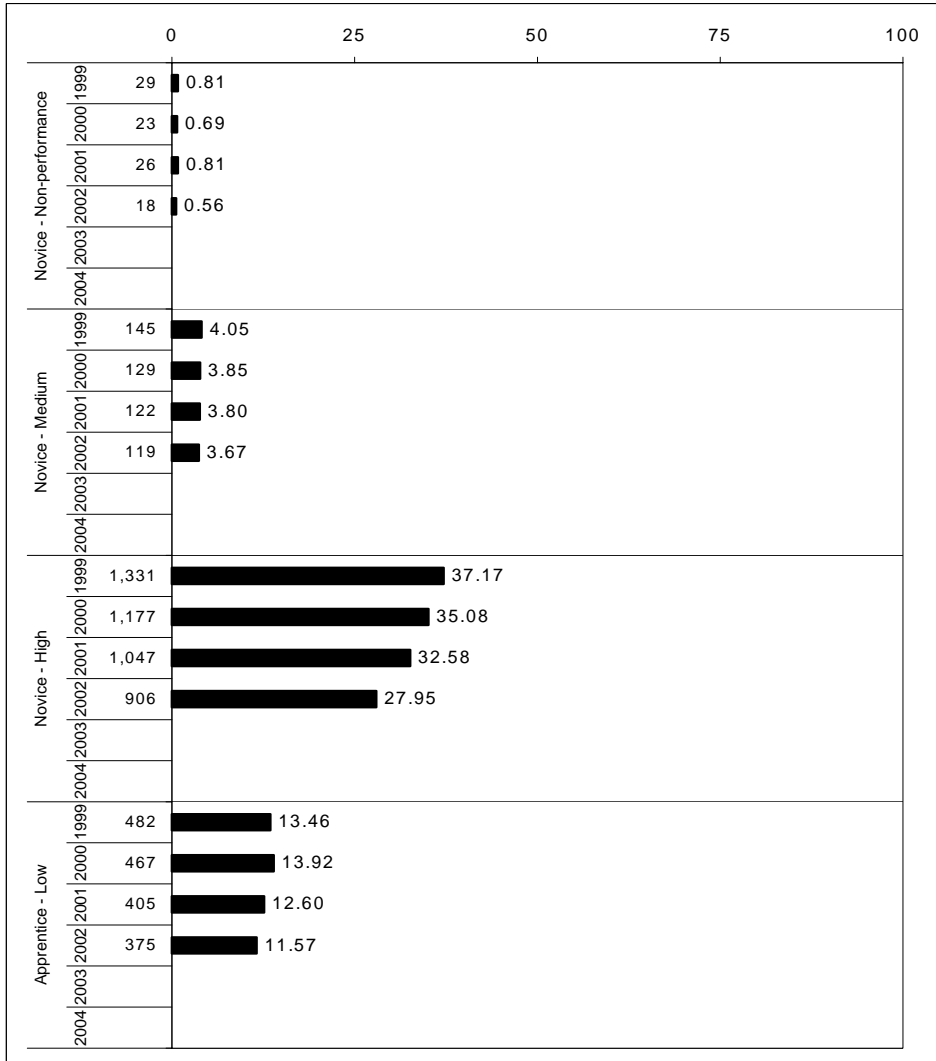
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							496	16%	556 (1.3)	8,093	17%	565 (0.3)
Not Participating							2,639	84%	516 (0.8)	38,864	83%	523 (0.2)
<i>Gap Participating vs Non-Participating</i>									40*			42*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,027	65%	514 (1.0)	20,016	43%	515 (0.3)
Not Approved (includes not coded)							1,108	35%	536 (1.1)	26,941	57%	541 (0.2)
<i>Gap Approved vs Not Approved</i>									-22*			-26*
Disability Status												
Students without Disabilities (includes not coded)							2,789	89%	529 (0.7)	41,500	88%	536 (0.2)
Students with Disabilities							346	11%	468 (3.0)	5,457	12%	485 (0.7)
Tested with Accommodations							275	9%	467 (3.4)	3,701	8%	482 (0.8)
Tested without Accommodations							71	2%	472 (6.4)	1,756	4%	493 (1.2)
<i>Gap With vs Without</i>									-61*			-51*
Alternate Portfolio							36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 07



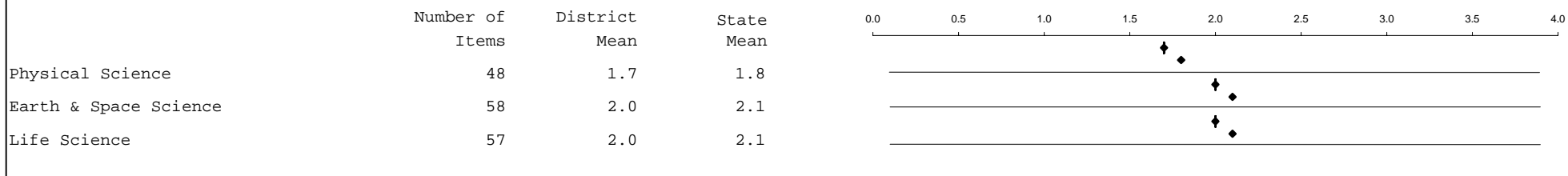
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 07

SCIENCE SUB-DOMAIN MEAN SCORES



District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: REGION 8

Code: 908

Grade: 07

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE								School -State Mean	
			Percents							Mean		No. Observations	Percents								Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	12	6,386	0	22	31	31	11	4	1.4	0.0	97,327	1	19	30	32	13	6	1.6	-0.2		
1.1.x - Matter Properties/Changes	3	1,599	0	22	30	33	10	5	1.5	0.0	24,471	1	20	30	32	12	5	1.5	0.0		
1.2.x - Motions and Forces	4	2,133	1	26	37	26	9	2	1.2	0.0	32,315	1	21	37	27	11	3	1.4	-0.2		
1.3.x - Transfer of Energy	5	2,654	0	19	27	34	14	6	1.6	0.0	40,541	1	17	23	35	16	8	1.7	-0.1		
2.x.x - Earth & Space Science	14	7,464	1	14	26	33	19	8	1.8	0.0	113,592	1	12	24	33	21	9	1.9	-0.1		
2.1.x - Earth's System Structure	9	4,807	1	13	27	33	18	8	1.8	0.0	73,309	1	12	25	33	20	9	1.9	-0.1		
2.2.x - Earth's History	4	2,133	1	19	27	32	17	4	1.6	0.0	32,315	1	17	27	32	18	5	1.7	-0.1		
2.3.x - Earth in the Solar System	3	1,592	0	14	19	34	23	9	1.9	0.0	24,142	1	10	18	32	28	11	2.1	-0.2		
3.x.x - Life Science	14	7,464	1	17	27	30	19	6	1.7	0.0	113,554	1	15	25	31	20	7	1.8	-0.1		
3.1.x - Living Systems ...	2	1,055	0	7	25	31	30	7	2.0	0.0	16,050	1	4	22	36	29	8	2.1	-0.1		
3.2.x - Regulation and Behavior	1	534	2	31	29	25	10	4	1.2	0.1	8,068	2	29	28	24	13	5	1.3	-0.1		
3.3.x - Reproduction and Heredity	1	541	2	27	27	18	16	11	1.5	0.1	8,417	3	22	31	21	14	10	1.5	0.0		
3.4.x - Organisms:Diversity/Adapt.	5	2,674	0	21	26	30	17	6	1.6	0.0	40,741	1	18	23	31	20	8	1.7	-0.1		
3.5.x - Populations & Ecosystems	5	2,660	0	14	28	33	18	6	1.7	0.0	40,278	1	13	26	34	20	7	1.8	-0.1		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult						
1.x.x - Physical Science	36	22,927	58	42	0					0.58	0.00	349,380	60	40	0				0.60	-0.02	
1.1.x - Matter Properties/Changes	11	7,455	59	41	0					0.59	0.01	113,833	60	40	0				0.60	-0.01	
1.2.x - Motions and Forces	10	5,875	59	41	0					0.59	0.01	89,416	62	38	0				0.61	-0.02	
1.3.x - Transfer of Energy	16	10,121	58	42	0					0.58	0.00	154,108	60	40	0				0.60	-0.02	
2.x.x - Earth & Space Science	44	27,710	60	40	0					0.60	0.00	421,911	61	39	0				0.61	-0.01	
2.1.x - Earth's System Structure	17	10,666	61	39	0					0.61	0.00	162,626	61	39	0				0.61	0.00	
2.2.x - Earth's History	6	5,338	61	39	0					0.61	0.01	81,617	62	38	0				0.62	-0.01	
2.3.x - Earth in the Solar System	21	11,706	59	41	0					0.59	0.00	177,668	61	39	0				0.61	-0.02	
3.x.x - Life Science	43	28,258	65	35	0					0.65	0.00	430,404	66	34	0				0.66	-0.01	
3.1.x - Living Systems ...	7	4,790	60	40	0					0.60	0.01	72,840	62	38	0				0.62	-0.02	
3.2.x - Regulation and Behavior	11	7,988	57	43	0					0.57	0.01	121,276	60	40	0				0.60	-0.03	
3.3.x - Reproduction and Heredity	5	3,201	71	29	0					0.71	0.01	48,733	71	29	0				0.71	0.00	
3.4.x - Organisms:Diversity/Adapt.	7	4,256	69	31	0					0.69	0.01	64,774	71	29	0				0.71	-0.02	
3.5.x - Populations & Ecosystems	16	10,149	67	33	0					0.67	0.00	155,000	68	32	0				0.68	-0.01	

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 07

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	61	2%	(2%)	693	22%	(28%)	1,741	54%	(53%)	681	21%	(14%)	29	1%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	53	2%	(1%)	193	6%	(8%)	2,214	69%	(69%)	704	22%	(19%)	41	1%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	93	3%	(3%)	87	3%	(4%)	589	18%	(22%)	2,391	75%	(70%)	45	1%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	158	5%	(6%)	828	26%	(26%)	399	12%	(13%)	836	26%	(26%)	952	30%	(28%)
40 read about science in magazines or books other than a textbook	586	18%	(17%)	1,086	34%	(40%)	587	18%	(20%)	622	19%	(15%)	292	9%	(7%)
41 work on worksheets	78	2%	(2%)	523	16%	(15%)	437	14%	(14%)	1,069	33%	(34%)	1,063	33%	(34%)
42 work with other students in pairs, small groups or teams	104	3%	(5%)	1,225	38%	(42%)	683	21%	(22%)	706	22%	(20%)	448	14%	(10%)
43 watch your teacher do a science demonstration	220	7%	(9%)	1,139	36%	(41%)	650	20%	(20%)	704	22%	(17%)	451	14%	(10%)
44 watch a video	112	3%	(3%)	1,605	50%	(50%)	732	23%	(23%)	496	15%	(15%)	214	7%	(6%)
45 use equipment like microscopes, computers and beakers in your investigations	337	11%	(15%)	1,402	44%	(51%)	612	19%	(16%)	545	17%	(11%)	262	8%	(5%)
46 design and conduct scientific investigations about things in which you are interested	623	19%	(26%)	1,174	37%	(41%)	660	21%	(17%)	489	15%	(10%)	214	7%	(5%)
47 design and conduct scientific investigations about things your teacher wants you to study	287	9%	(13%)	1,091	34%	(39%)	752	23%	(22%)	651	20%	(16%)	371	12%	(8%)
48 communicate (draw,graph,write) about the design, procedures and results of your investigations	232	7%	(11%)	988	31%	(37%)	711	22%	(23%)	760	24%	(18%)	463	14%	(10%)
49 discuss your investigations with a teacher or other students	301	9%	(14%)	949	30%	(33%)	644	20%	(20%)	670	21%	(18%)	593	19%	(13%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

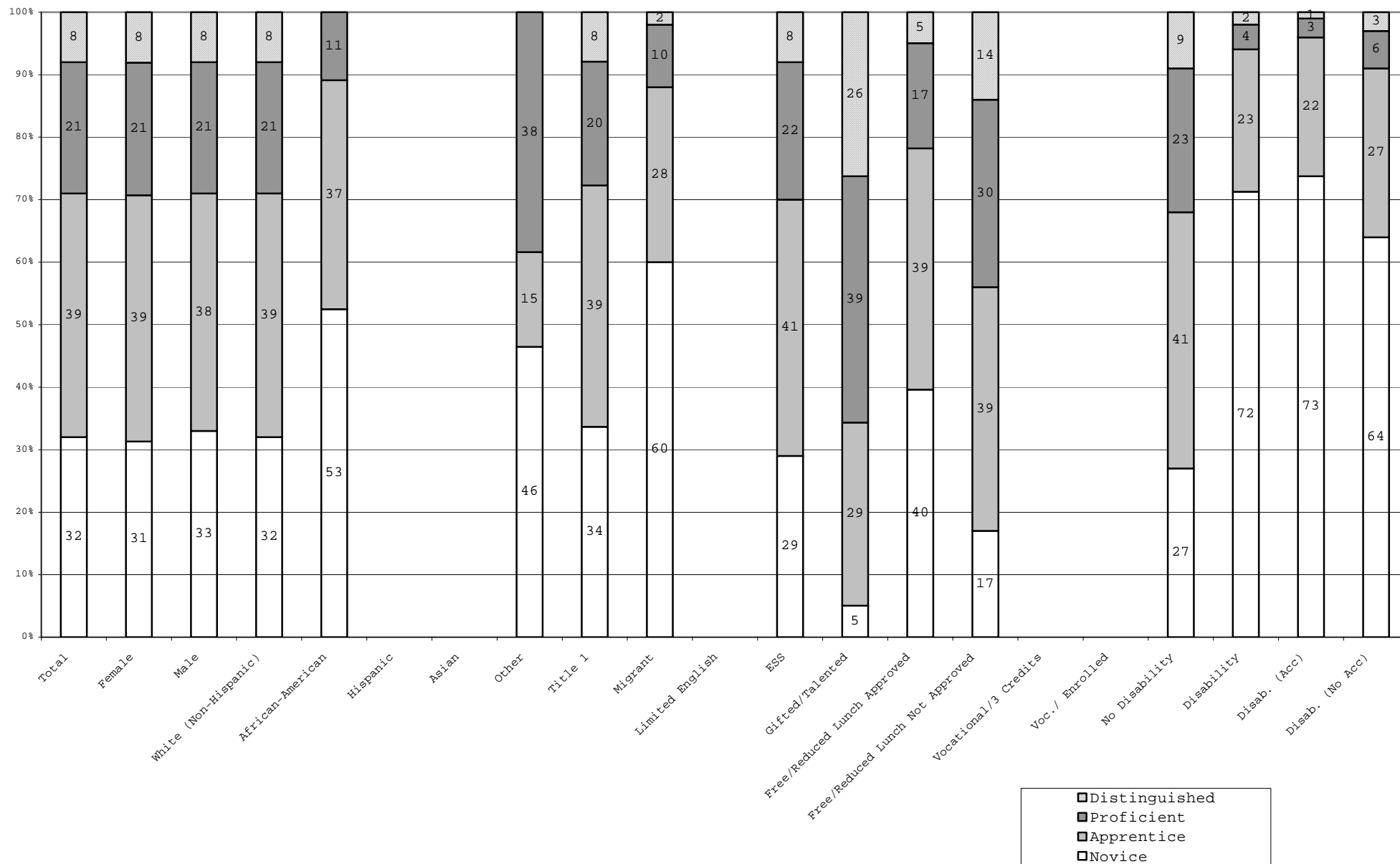
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 96

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 07

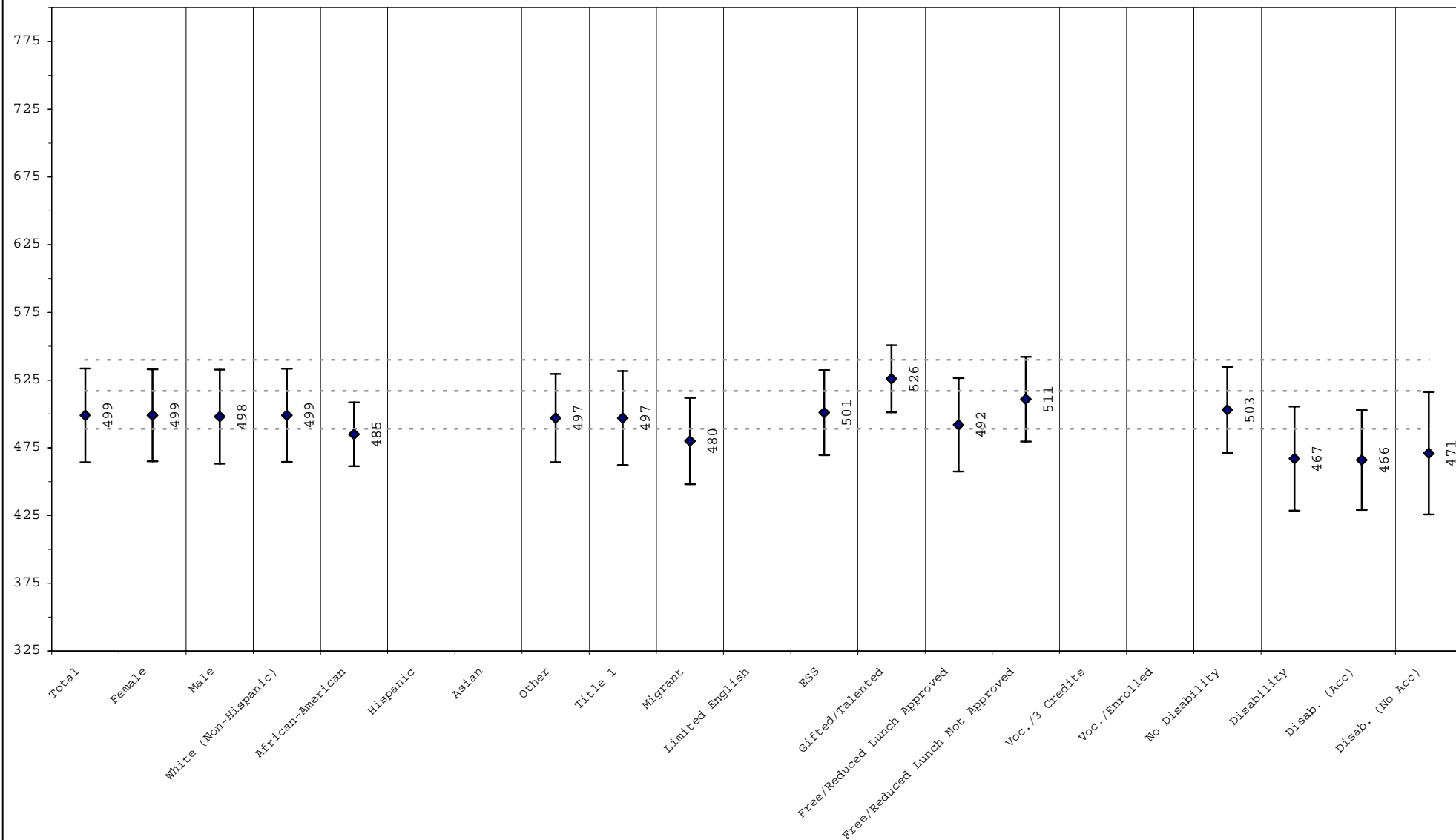


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,206		499 (0.6)	48,856		502 (0.2)
Gender:												
Female							1,521	47%	499 (0.9)	23,609	48%	502 (0.2)
Male							1,682	52%	498 (0.8)	25,213	52%	502 (0.2)
Gap Female vs Male									1			
Ethnicity												
White (Non-Hispanic)							3,147	98%	499 (0.6)	42,088	86%	505 (0.2)
African-American							19	1%	485 (5.4)	5,129	10%	480 (0.5)
Hispanic							5			449	1%	491 (1.9)
Asian							8			327	1%	517 (2.0)
Other							13		497 (9.0)	615	1%	498 (1.3)
Gap White vs African American									14*			25*
Gap White vs Hispanic												14*
Gap White vs Asian												-12*
Gap White vs Other									2			7*
Title I												
Participating Students							2,676	83%	497 (0.7)	22,844	47%	497 (0.2)
Not Participating							530	17%	507 (1.5)	26,012	53%	506 (0.2)
Gap Participating vs Non-Participating									-10*			-9*
Migrant Program												
Participating Students							50	2%	480 (4.5)	554	1%	491 (1.4)
Not Participating							3,156	98%	499 (0.6)	48,302	99%	502 (0.2)
Gap Participating vs Non-Participating									-19*			-11*
Limited English Proficiency												
Participating Students							2			119		470 (4.5)
Not Participating							3,204	100%	499 (0.6)	48,737	100%	502 (0.2)
Gap Participating vs Non-Participating												-32*
Extended School Services												
Participating Students							1,008	31%	501 (1.0)	9,973	20%	496 (0.3)
Not Participating							2,198	69%	497 (0.8)	38,883	80%	504 (0.2)
Gap Participating vs Non-Participating									4*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 07

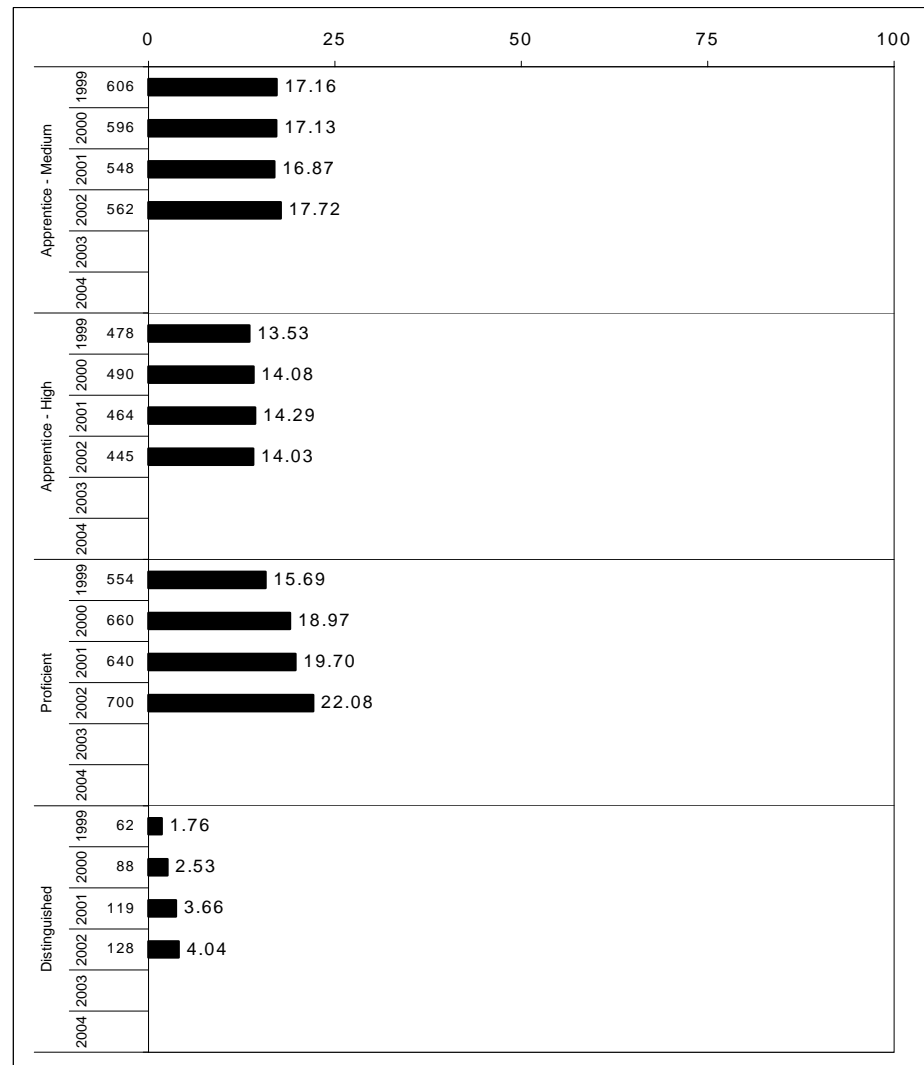
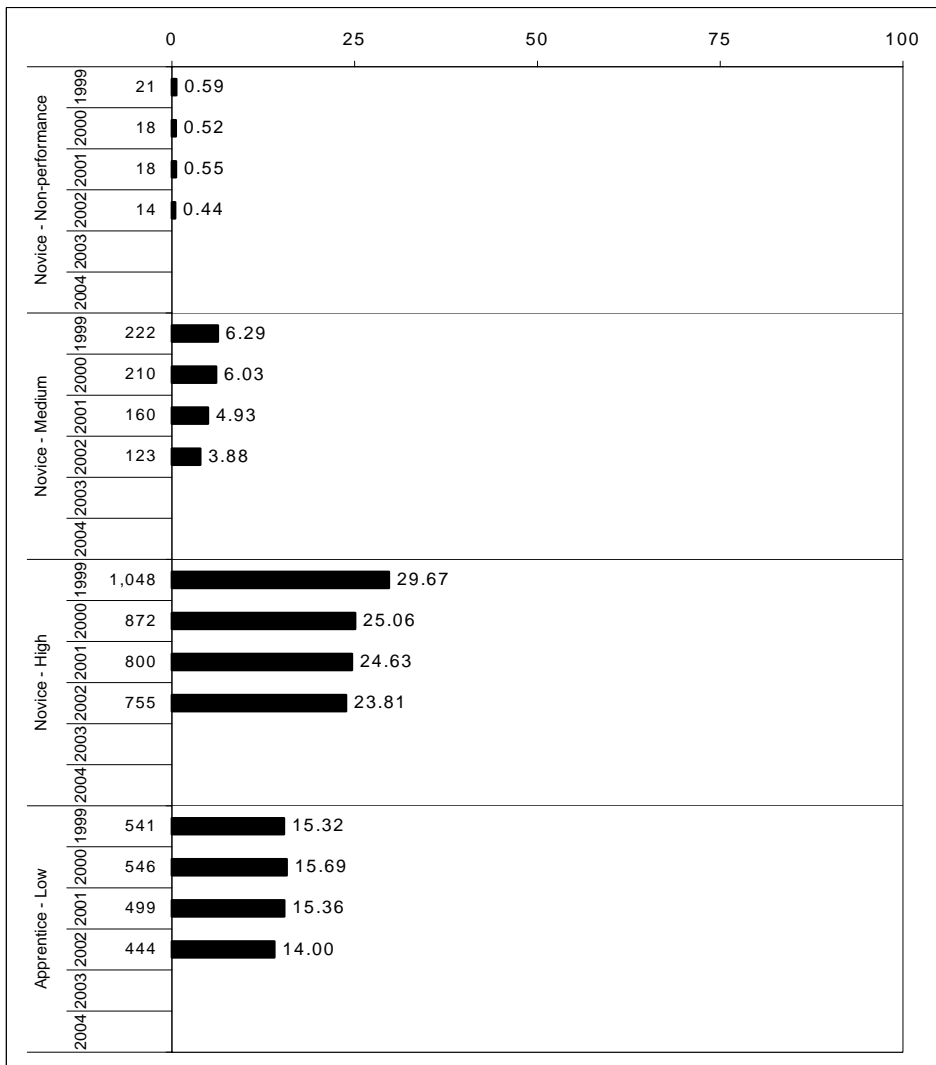
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							527	16%	526 (1.1)	8,226	17%	530 (0.3)
Not Participating							2,679	84%	493 (0.7)	40,630	83%	497 (0.2)
<i>Gap Participating vs Non-Participating</i>									33*			33*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,125	66%	492 (0.7)	22,205	45%	491 (0.2)
Not Approved (includes not coded)							1,081	34%	511 (1.0)	26,651	55%	512 (0.2)
<i>Gap Approved vs Not Approved</i>									-19*			-21*
Disability Status												
Students without Disabilities (includes not coded)							2,832	88%	503 (0.6)	43,093	88%	506 (0.1)
Students with Disabilities							374	12%	467 (2.0)	5,763	12%	472 (0.5)
Tested with Accommodations							308	10%	466 (2.1)	4,117	8%	471 (0.6)
Tested without Accommodations							66	2%	471 (5.6)	1,646	3%	473 (1.1)
<i>Gap With vs Without</i>									-36*			-34*
Alternate Portfolio							36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			146		
LEP										206		
Other										13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 08

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Government & Civics	48	2.2	2.3									
Culture & Society	25	2.3	2.5									
Economics	16	2.2	2.4									
Geography	24	2.1	2.3									
History	61	2.2	2.3									

District: Top
 State: Bottom

The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 08

OPEN RESPONSE	No. Items	REGION									STATE									School -State Mean	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents								Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	10	5,219	0	6	20	42	26	6	2.1	0.0	77,741	1	5	17	41	28	8	2.2	-0.1		
1.1.x - People Form Governments	3	1,562	1	8	21	39	24	6	2.0	0.0	23,418	1	7	19	39	27	7	2.1	-0.1		
1.2.x - Limited and Shared Power	0	0									0										
1.3.x - Citizen:Rights/Responsib.	7	3,657	0	5	19	43	27	6	2.1	0.0	54,323	1	4	16	42	29	8	2.2	-0.1		
2.x.x - Culture & Society	6	3,137	0	6	20	41	26	6	2.0	0.0	46,831	1	5	17	41	29	8	2.2	-0.2		
2.1.x - Culture is a System	2	1,048	0	7	24	42	20	6	1.9	0.0	15,465	1	7	18	40	26	8	2.1	-0.2		
2.2.x - Cultures Address Needs	2	1,048	1	8	25	35	23	7	1.9	0.0	15,465	1	7	21	37	26	9	2.1	-0.2		
2.3.x - Social Institutions	2	1,042	0	4	18	47	26	4	2.1	0.0	15,890	1	3	16	45	28	6	2.2	-0.1		
2.4.x - Social Interactions	2	1,041	0	2	11	43	37	7	2.3	0.0	15,685	1	1	10	42	37	9	2.4	-0.1		
3.x.x - Economics	4	2,089	0	4	20	42	29	5	2.1	0.0	30,938	1	3	16	41	31	8	2.2	-0.1		
3.1.x - Economic Problem:Scarcity	2	1,041	0	3	13	44	34	6	2.3	0.0	15,453	0	2	11	42	36	9	2.4	-0.1		
3.2.x - Economic Sys./Institutions	0	0									0										
3.3.x - Market/Goods/Services	1	521	0	5	22	40	28	5	2.0	0.0	7,749	0	4	19	39	31	7	2.2	-0.2		
3.4.x - Produce/Distribute/Consume	1	527	1	4	31	41	19	4	1.9	0.0	7,736	1	3	26	41	23	6	2.0	-0.1		
4.x.x - Geography	6	3,123	1	6	18	46	24	5	2.0	0.0	46,447	1	4	14	44	28	8	2.2	-0.2		
4.1.x - Earth's Surface Patterns	3	1,562	1	7	20	46	22	5	2.0	0.0	23,218	1	5	16	45	26	7	2.1	-0.1		
4.2.x - Human/Phys. Char./Regions	4	2,082	1	7	19	45	23	5	2.0	0.0	30,958	1	5	15	44	28	8	2.2	-0.2		
4.3.x - Humans/Move ... Interact	1	521	0	7	17	51	21	4	2.0	0.0	7,749	1	5	16	46	26	6	2.1	-0.1		
4.4.x - Human/Environ. Interaction	1	520	0	3	15	47	28	6	2.2	0.0	7,740	1	2	12	40	33	11	2.4	-0.2		
5.x.x - History	14	7,307	0	6	19	41	28	6	2.1	0.0	108,726	1	5	16	40	31	8	2.2	-0.1		
5.1.x - History/Interpretive	6	3,130	0	6	20	42	26	6	2.0	0.0	46,819	1	5	17	40	29	8	2.2	-0.2		
5.2.x - History of United States	8	4,170	0	6	22	40	25	6	2.0	0.0	62,287	1	5	18	40	28	8	2.1	-0.1		
5.3.x - World History	4	2,090	0	4	15	43	33	5	2.2	0.0	30,963	1	3	12	41	34	9	2.3	-0.1		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 08

MULTIPLE CHOICE	No.	REGION						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
1.x.x - Government & Civics	38	22,437	63	37	0	0.63	0.00	334,329	66	34	0	0.66	-0.03
1.1.x - People Form Governments	18	10,965	65	35	0	0.65	0.00	163,302	67	33	0	0.67	-0.02
1.2.x - Limited and Shared Power	10	5,740	60	40	0	0.60	0.01	85,326	63	37	0	0.63	-0.03
1.3.x - Citizen:Rights/Responsib.	17	10,423	65	35	0	0.65	0.00	155,749	69	31	0	0.69	-0.04
2.x.x - Culture & Society	19	11,994	69	31	0	0.69	0.00	178,765	74	26	0	0.74	-0.05
2.1.x - Culture is a System	3	2,083	76	24	0	0.76	0.01	31,379	81	19	0	0.81	-0.05
2.2.x - Cultures Address Needs	6	4,178	76	24	0	0.76	0.01	62,088	80	20	0	0.80	-0.04
2.3.x - Social Institutions	3	1,561	53	47	0	0.53	0.01	23,177	57	43	0	0.57	-0.04
2.4.x - Social Interactions	7	4,172	64	36	0	0.64	0.01	62,121	69	31	0	0.69	-0.05
3.x.x - Economics	12	7,301	66	34	0	0.66	0.01	108,715	69	31	0	0.69	-0.03
3.1.x - Economic Problem:Scarcity	2	1,042	62	38	0	0.62	0.01	15,478	66	34	0	0.66	-0.04
3.2.x - Economic Sys./Institutions	3	1,569	61	39	0	0.61	0.01	23,214	67	33	0	0.67	-0.06
3.3.x - Market/Goods/Services	4	3,123	74	26	0	0.74	0.01	46,807	76	24	0	0.76	-0.02
3.4.x - Produce/Distribute/Consume	3	1,567	57	43	0	0.57	0.01	23,216	61	39	0	0.61	-0.04
4.x.x - Geography	18	11,999	63	37	0	0.63	0.00	178,747	69	31	0	0.69	-0.06
4.1.x - Earth's Surface Patterns	3	1,561	57	43	0	0.57	0.01	23,213	65	35	0	0.65	-0.08
4.2.x - Human/Phys. Char./Regions	6	3,651	55	45	0	0.55	0.01	54,552	60	40	0	0.60	-0.05
4.3.x - Humans/Move ... Interact	8	4,699	61	39	0	0.61	0.01	69,873	69	31	0	0.69	-0.08
4.4.x - Human/Environ. Interaction	10	7,308	65	35	0	0.65	0.01	109,091	69	31	0	0.69	-0.04
5.x.x - History	47	29,210	61	39	0	0.61	0.00	435,483	65	35	0	0.65	-0.04
5.1.x - History/Interpretive	13	8,364	56	44	0	0.56	0.01	124,233	59	41	0	0.59	-0.03
5.2.x - History of United States	27	16,691	63	37	0	0.63	0.00	248,748	67	33	0	0.67	-0.04
5.3.x - World History	18	10,430	57	43	0	0.57	0.00	155,565	62	38	0	0.62	-0.05



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	41	1%	(1%)	556	18%	(23%)	1,817	58%	(57%)	698	22%	(18%)	23	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	27	1%	(1%)	224	7%	(8%)	2,175	69%	(69%)	684	22%	(20%)	25	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	77	2%	(2%)	103	3%	(4%)	536	17%	(21%)	2,396	76%	(71%)	23	1%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	35	1%	(2%)	288	9%	(13%)	171	5%	(8%)	679	22%	(27%)	1,943	62%	(49%)
40 do you work on worksheets	59	2%	(2%)	517	16%	(16%)	439	14%	(15%)	1,269	40%	(37%)	836	27%	(29%)
41 do you use materials other than a textbook or worksheets	317	10%	(10%)	1,101	35%	(36%)	708	23%	(22%)	678	22%	(20%)	320	10%	(10%)
42 do you work with other students in pairs, small groups or teams	265	8%	(8%)	1,378	44%	(43%)	652	21%	(21%)	568	18%	(19%)	257	8%	(8%)
43 do you discuss current issues or topics	99	3%	(4%)	448	14%	(17%)	474	15%	(18%)	902	29%	(28%)	1,193	38%	(32%)
44 is instruction organized around essential questions	182	6%	(5%)	484	15%	(17%)	574	18%	(19%)	990	32%	(30%)	868	28%	(26%)
45 does your teacher give you a scoring guide for your work before you begin the assignment	655	21%	(25%)	974	31%	(33%)	479	15%	(14%)	549	18%	(14%)	454	14%	(12%)
46 do you answer open-response items	112	4%	(6%)	1,015	32%	(46%)	770	25%	(21%)	767	24%	(16%)	457	15%	(9%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

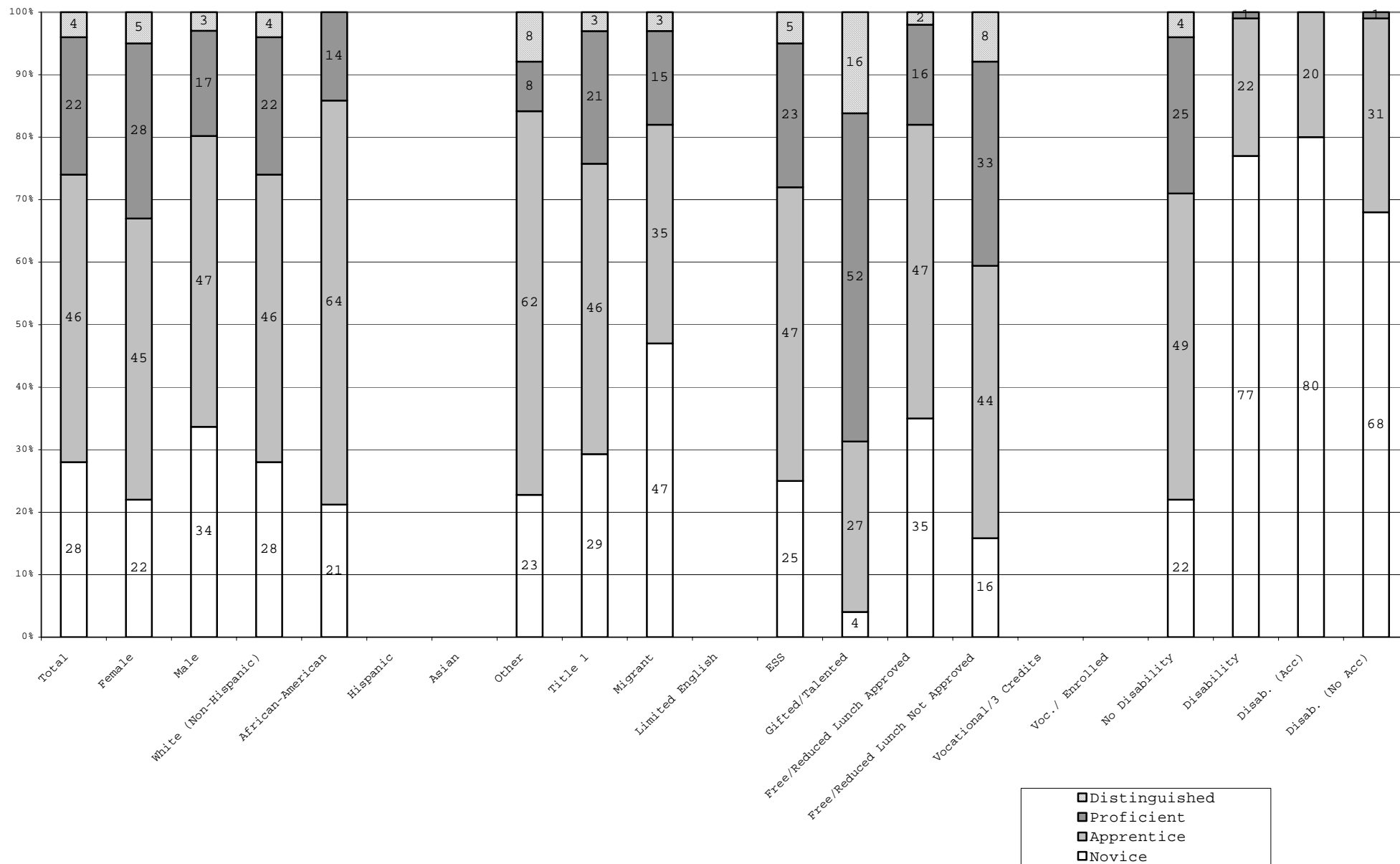
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 08

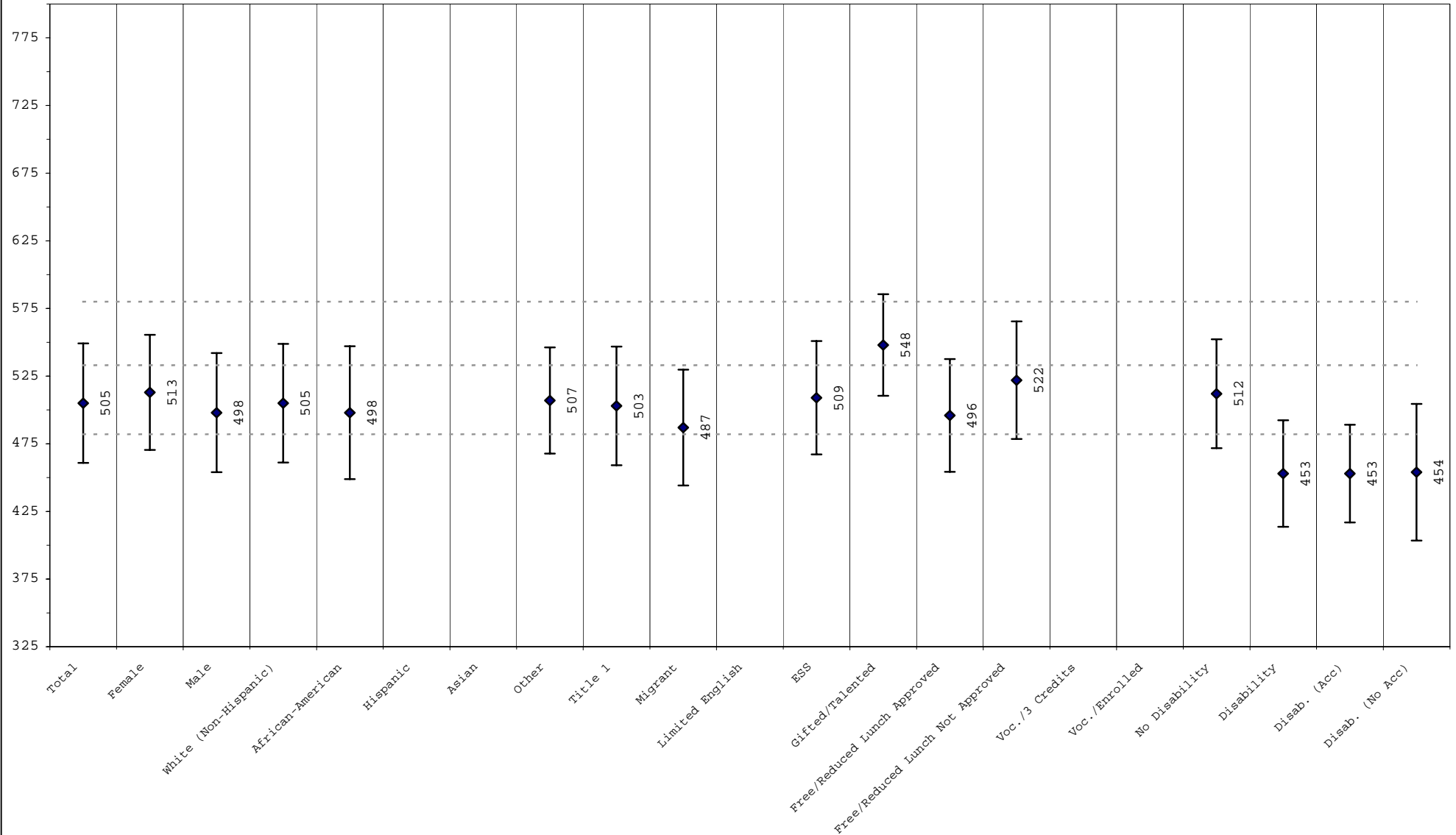


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,135		505 (0.8)	46,957		513 (0.2)
Gender:												
Female							1,477	47%	513 (1.1)	22,893	49%	520 (0.3)
Male							1,656	53%	498 (1.1)	24,042	51%	506 (0.3)
Gap Female vs Male									15*			14*
Ethnicity												
White (Non-Hispanic)							3,084	98%	505 (0.8)	40,780	87%	516 (0.2)
African-American							14		498 (13.1)	4,723	10%	490 (0.7)
Hispanic							8			453	1%	504 (2.2)
Asian							6			311	1%	542 (3.5)
Other							13		507 (10.9)	547	1%	509 (2.0)
Gap White vs African American									7			26*
Gap White vs Hispanic												12*
Gap White vs Asian												-26*
Gap White vs Other									-2			7*
Title I												
Participating Students							2,671	85%	503 (0.8)	21,583	46%	506 (0.3)
Not Participating							464	15%	517 (2.0)	25,374	54%	519 (0.3)
Gap Participating vs Non-Participating									-14*			-13*
Migrant Program												
Participating Students							34	1%	487 (7.3)	449	1%	492 (2.0)
Not Participating							3,101	99%	505 (0.8)	46,508	99%	513 (0.2)
Gap Participating vs Non-Participating									-18*			-21*
Limited English Proficiency												
Participating Students							1			118		477 (4.5)
Not Participating							3,134	100%	505 (0.8)	46,839	100%	513 (0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students							621	20%	509 (1.7)	7,703	16%	504 (0.5)
Not Participating							2,514	80%	504 (0.9)	39,254	84%	515 (0.2)
Gap Participating vs Non-Participating									5*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 08

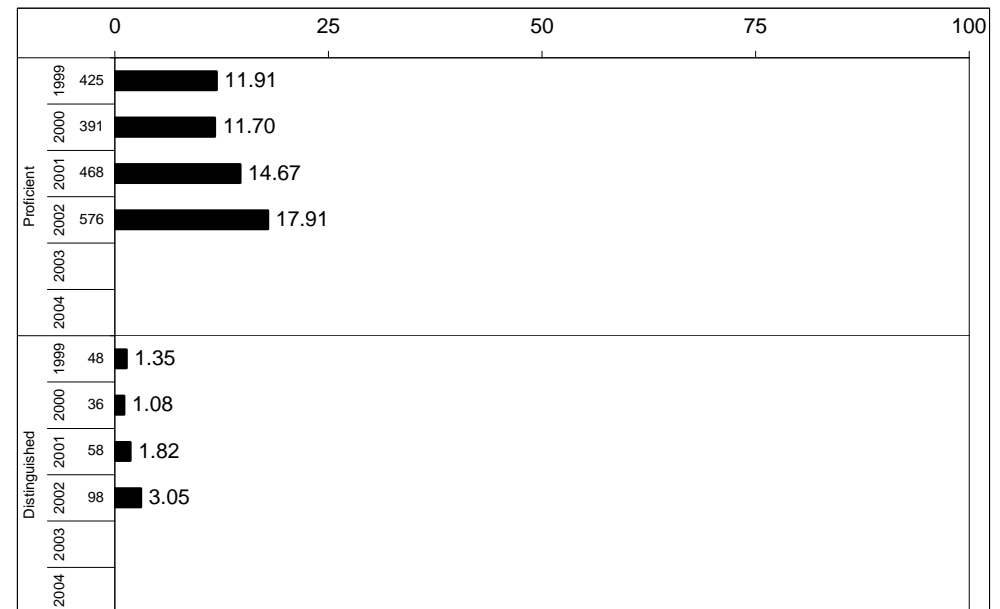
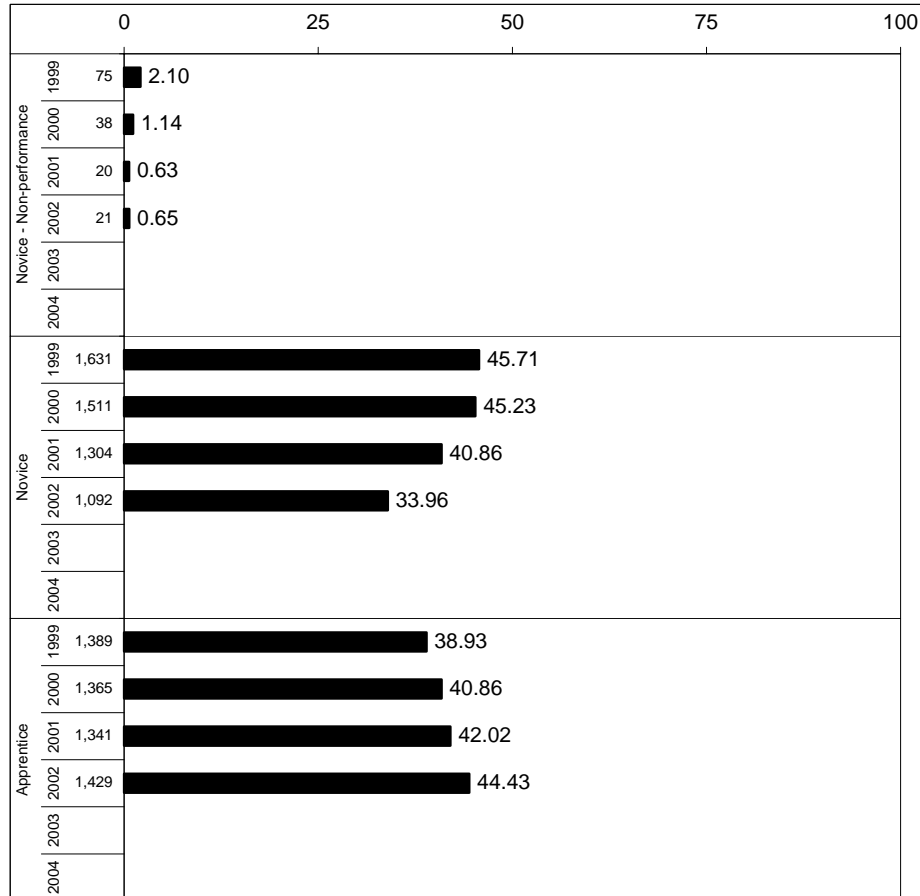
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							496	16%	548 (1.7)	8,093	17%	556 (0.5)
Not Participating							2,639	84%	497 (0.8)	38,864	83%	504 (0.2)
<i>Gap Participating vs Non-Participating</i>									51*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,027	65%	496 (0.9)	20,016	43%	495 (0.3)
Not Approved (includes not coded)							1,108	35%	522 (1.3)	26,941	57%	526 (0.3)
<i>Gap Approved vs Not Approved</i>									-26*			-31*
Disability Status												
Students without Disabilities (includes not coded)							2,789	89%	512 (0.8)	41,500	88%	519 (0.2)
Students with Disabilities							346	11%	453 (2.1)	5,457	12%	464 (0.6)
Tested with Accommodations							275	9%	453 (2.2)	3,701	8%	461 (0.6)
Tested without Accommodations							71	2%	454 (6.0)	1,756	4%	472 (1.1)
<i>Gap With vs Without</i>									-59*			-55*
Alternate Portfolio							36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

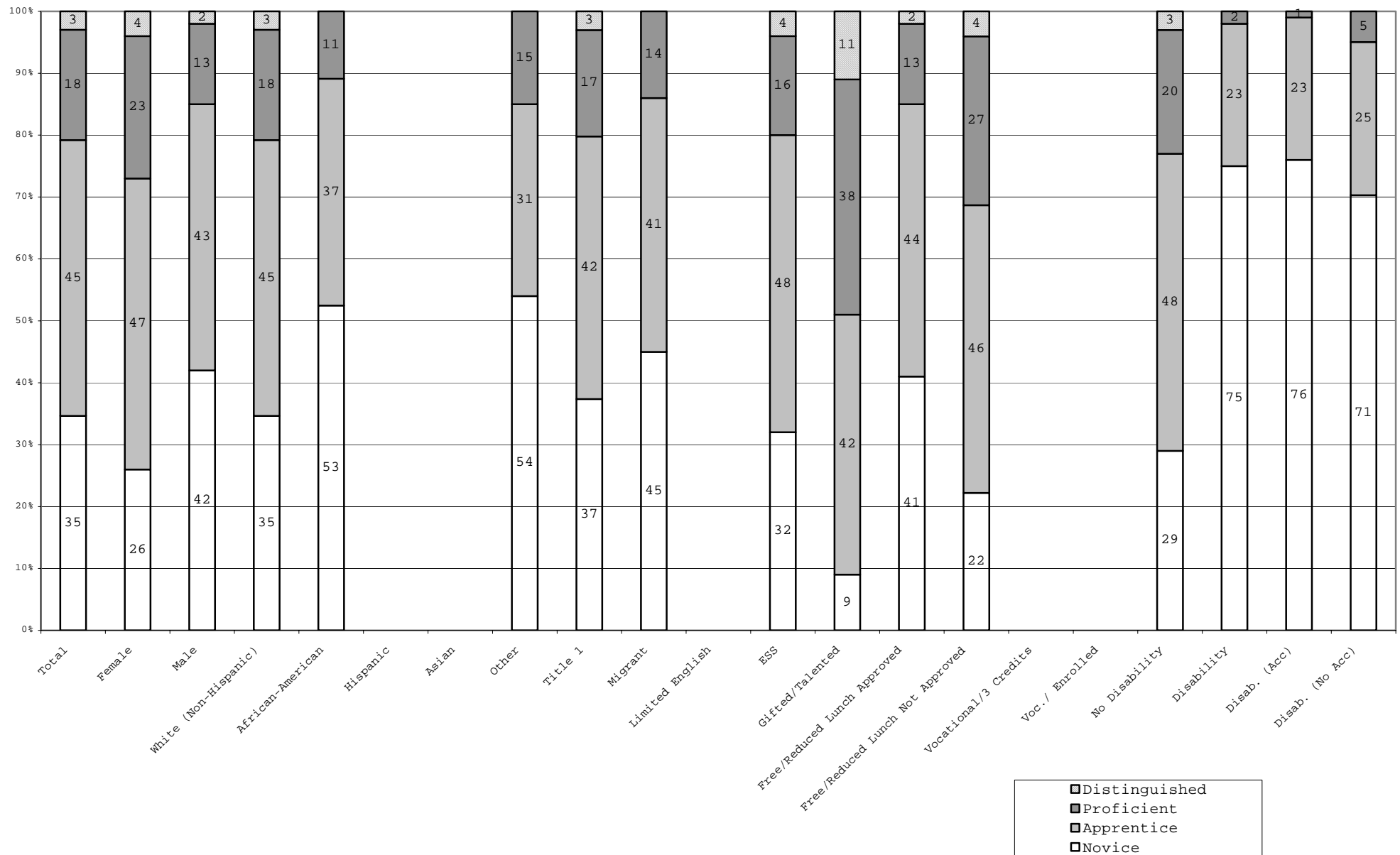
District: REGION 8
 Code: 908
 Grade: 07



Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: REGION 8
 Code: 908
 Grade: 07

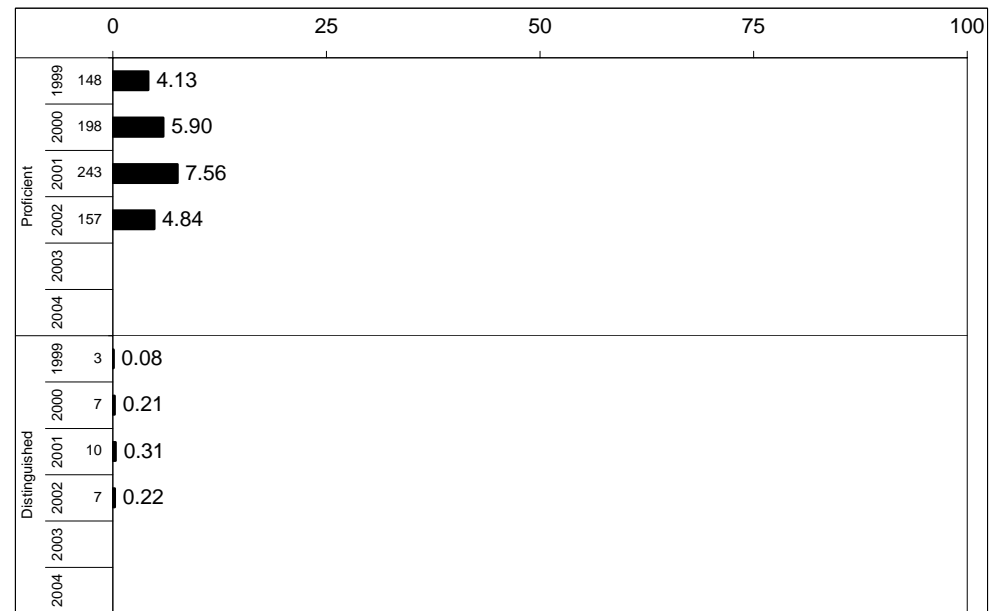
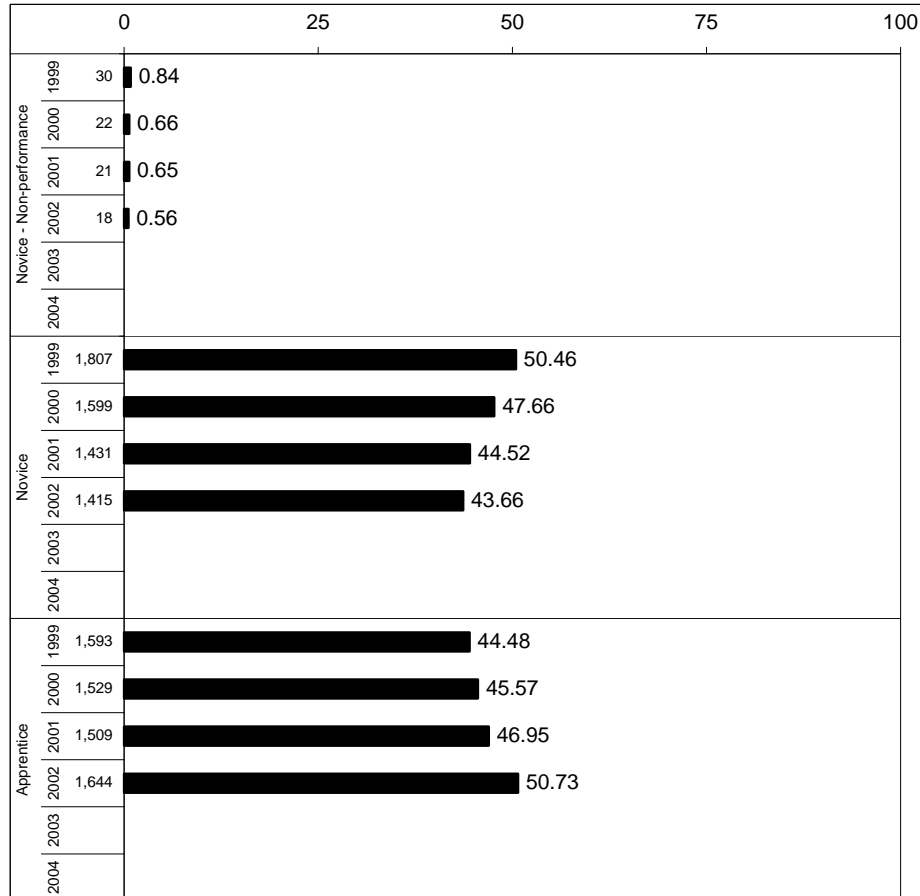
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					3,180		48,361	
Gender:								
Female					1,515	48	23,415	48
Male					1,663	52	24,917	52
Ethnicity								
White (Non-Hispanic)					3,124	98	41,712	86
African-American					19	1	5,061	10
Hispanic					4		439	1
Asian					8		317	1
Other					13		596	1
Title I					2,656	84	22,622	47
Migrant Program					49	2	541	1
Limited English Proficiency					2		118	
Extended School Services					1,005	32	9,942	21
Gifted and Talented Program					527	17	8,218	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					2,102	66	21,952	45
Not Approved (includes not coded)					1,078	34	26,409	55
Disability Status								
Students without Disabilities (includes not coded)					2,813	88	42,667	88
Students with Disabilities					367	12	5,694	12
Tested with Accommodations					302	9	4,069	8
Tested without Accommodations					65	2	1,625	3
Alternate Portfolio					36	1%	410	1%
Exemptions (Portfolio)								
Medical							53	
LEP							207	
Other					29		574	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

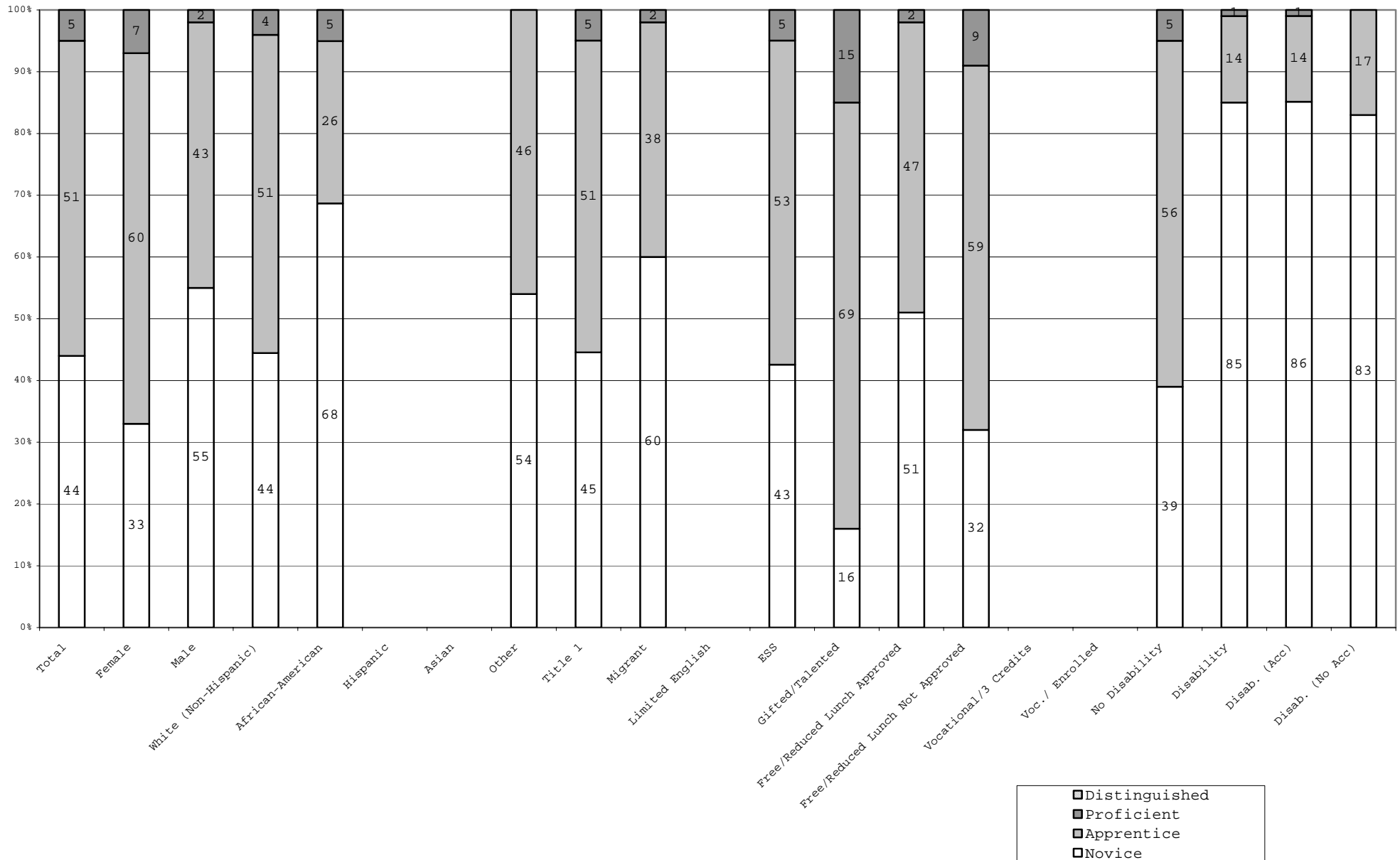
District: REGION 8
 Code: 908
 Grade: 07





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: REGION 8
 Code: 908
 Grade: 07

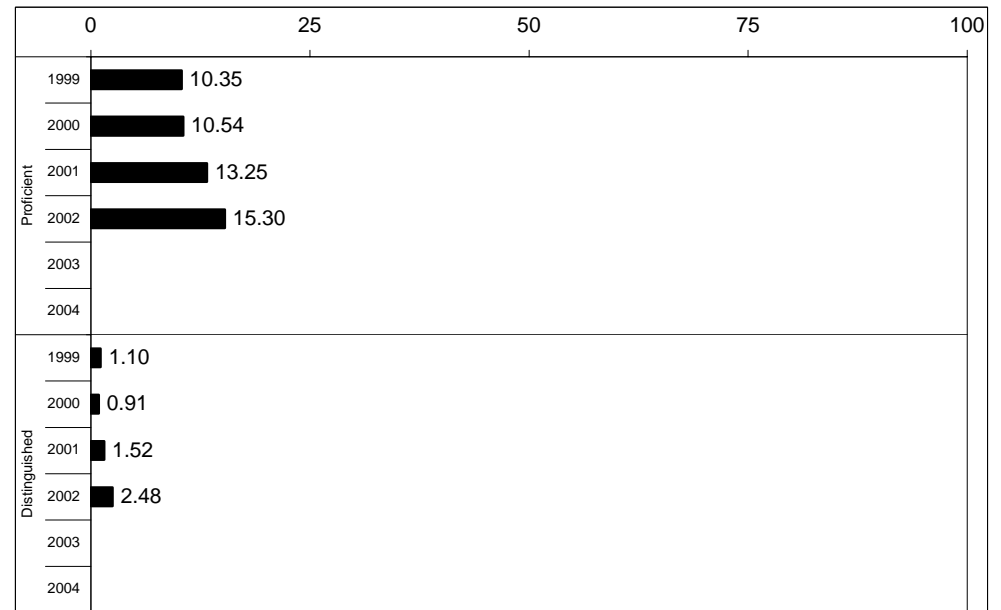
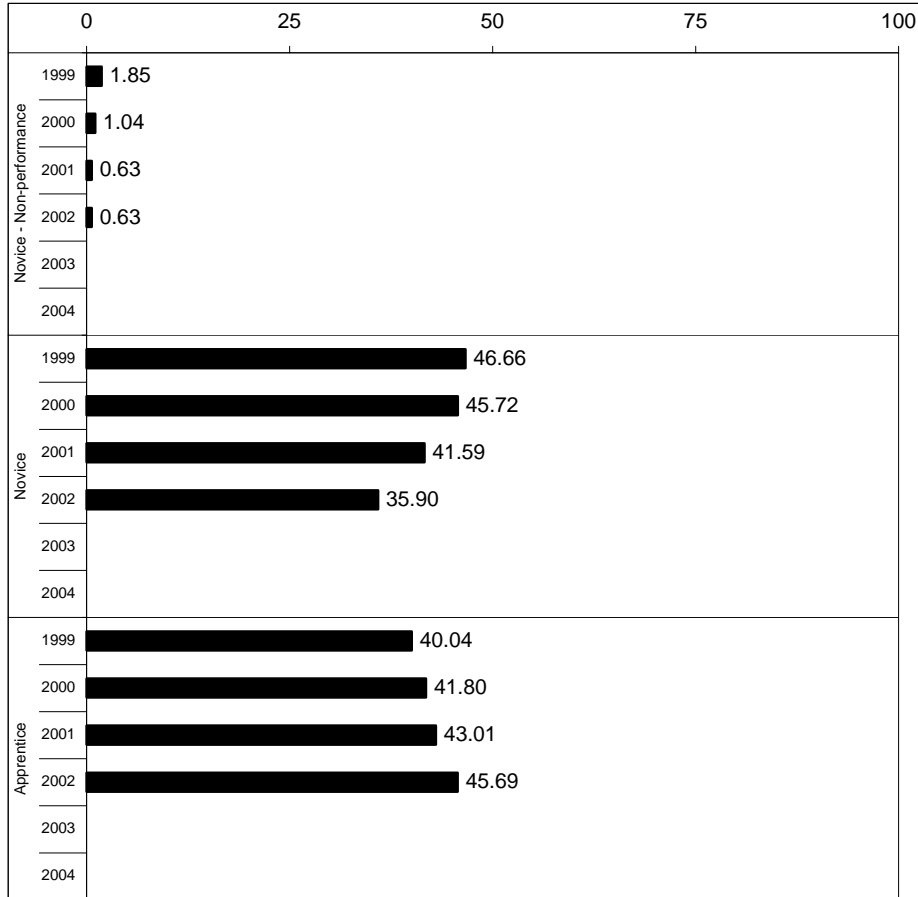
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					3,206		48,856	
Gender:								
Female					1,521	47%	23,609	48%
Male					1,682	52%	25,213	52%
Ethnicity								
White (Non-Hispanic)					3,147	98%	42,088	86%
African-American					19	1%	5,129	10%
Hispanic					5		449	1%
Asian					8		327	1%
Other					13		615	1%
Title I					2,676	83%	22,844	47%
Migrant Program					50	2%	554	1%
Limited English Proficiency					2		119	
Extended School Services					1,008	31%	9,973	20%
Gifted and Talented Program					527	16%	8,226	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					2,125	66%	22,205	45%
Not Approved (includes not coded)					1,081	34%	26,651	55%
Disability Status								
Students without Disabilities (includes not coded)					2,832	88%	43,093	88%
Students with Disabilities					374	12%	5,763	12%
Tested with Accommodations					308	10%	4,117	8%
Tested without Accommodations					66	2%	1,646	3%
Alternate Portfolio					36	1%	410	1%
Exemptions (On-Demand)								
Medical					4		146	
LEP							206	
Other							13	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: REGION 8
 Code: 908
 Grade: 07





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 07

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		14	0%	(1%)	68	2%	(2%)	1,886	59%	(58%)	1,005	31%	(30%)	232	7%	(8%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		24	1%	(1%)	37	1%	(2%)	408	13%	(15%)	2,499	78%	(74%)	237	7%	(8%)
		<u>Sometimes but</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example, letter, article, editorial) asked for on the On-Demand section of this test		61	2%	(3%)	1,134	35%	(47%)	542	17%	(16%)	823	26%	(17%)	402	13%	(8%)
		<u>Never</u>			<u>Not Every Week</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		2,669	83%	(79%)	289	9%	(12%)	247	8%	(9%)						

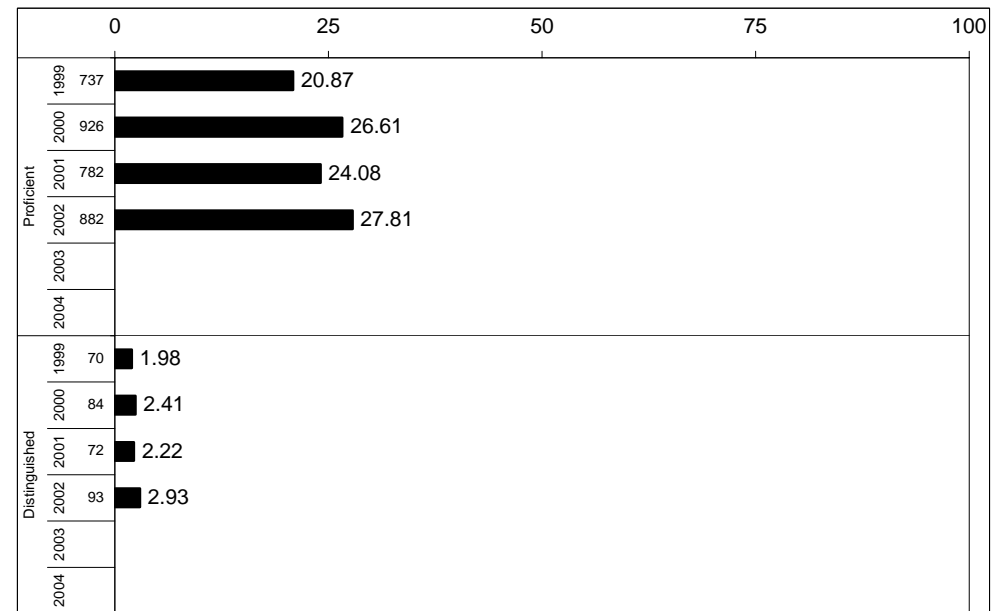
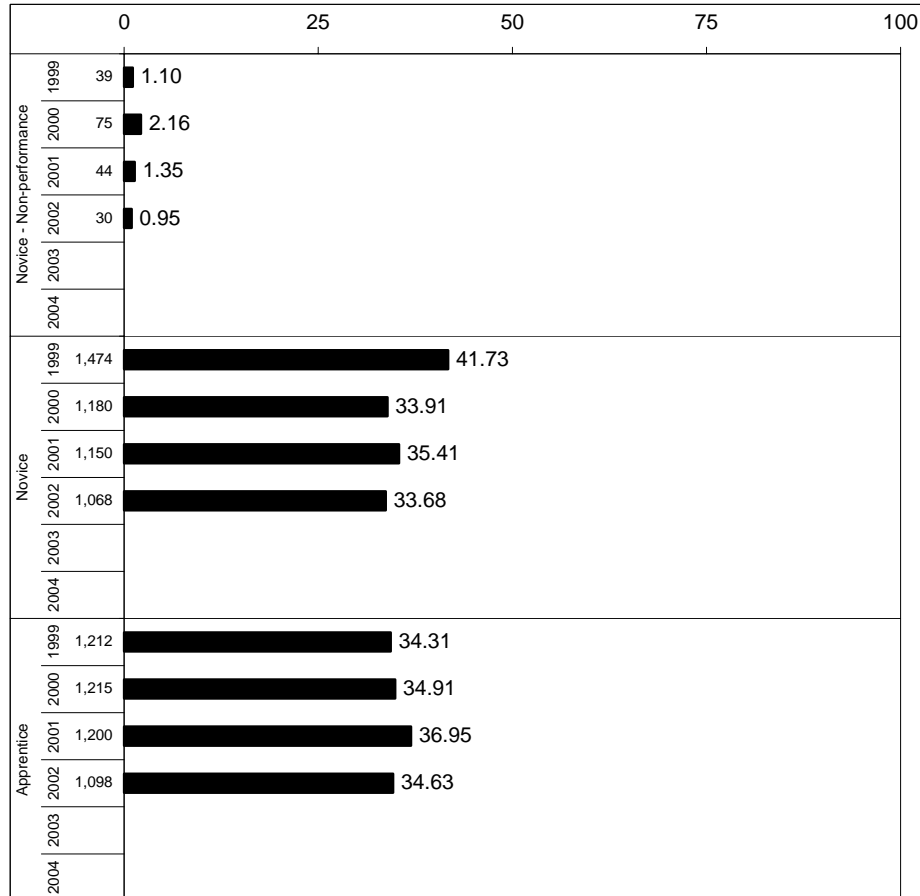
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 08

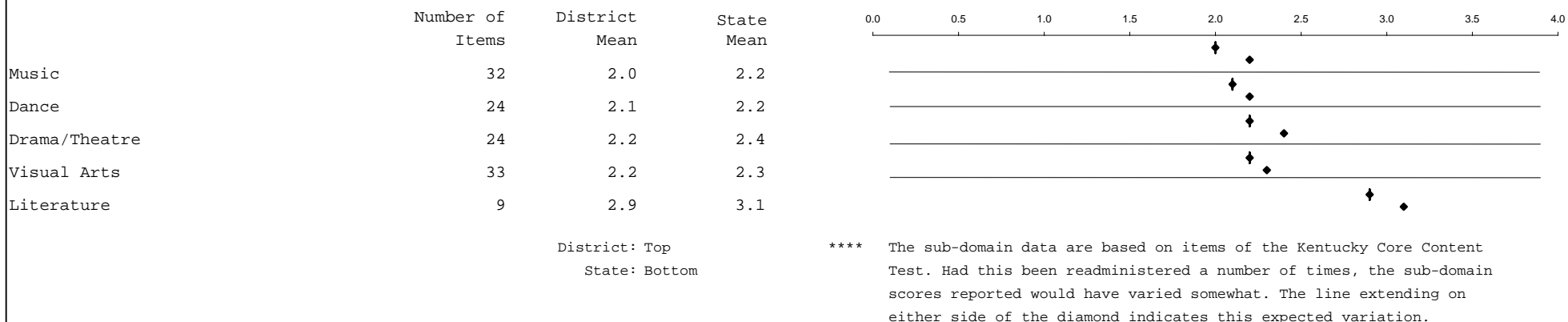




SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 08

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 08

OPEN RESPONSE	No.	REGION										STATE										School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean	
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4					
1.x.x - Music	7	1,819	0	6	21	42	26	5	2.0	0.0	27,245	1	4	18	41	28	8	2.2	-0.2			
2.x.x - Dance	5	1,305	1	10	24	40	21	5	1.8	0.0	19,562	1	8	20	40	25	6	2.0	-0.2			
3.x.x - Drama/Theatre	5	1,306	0	6	21	42	25	5	2.0	0.0	19,332	1	4	17	43	27	8	2.2	-0.2			
4.x.x - Visual Arts	8	2,088	0	7	25	42	22	5	1.9	0.0	30,940	1	5	22	43	24	6	2.0	-0.1			
5.x.x - Literature	0	0									0											
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult								
1.x.x - Music	25	6,516	50	50	0	0.50	0.01	97,091	57	43	0	0.57	-0.07									
2.x.x - Dance	19	4,962	60	40	0	0.60	0.01	73,915	65	36	0	0.64	-0.04									
3.x.x - Drama/Theatre	19	4,956	64	36	0	0.64	0.01	73,919	70	30	0	0.70	-0.06									
4.x.x - Visual Arts	25	6,523	65	35	0	0.65	0.01	97,125	68	32	0	0.68	-0.03									
5.x.x - Literature	9	2,348	73	27	0	0.73	0.01	34,818	77	23	0	0.77	-0.04									

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 08

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
16 How many of the arts and humanities questions tested things you learned in school	174	6%	(7%)	1,271	41%	(44%)	1,291	41%	(38%)	383	12%	(10%)	16	1%	(1%)
17 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	94	3%	(3%)	490	16%	(16%)	2,072	66%	(64%)	451	14%	(16%)	28	1%	(2%)
18 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	58	2%	(2%)	123	4%	(5%)	536	17%	(20%)	2,397	76%	(72%)	21	1%	(1%)
19 During a typical school week, how much class time do you spend on arts and humanities	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	190	6%	(12%)	994	32%	(33%)	1,057	34%	(27%)	471	15%	(13%)	406	13%	(14%)
20 How often do you complete written assignments about arts and humanities	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	389	12%	(19%)	1,153	37%	(42%)	608	19%	(16%)	663	21%	(15%)	306	10%	(7%)
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>								
	2,112	67%	(67%)	939	30%	(30%)	84	3%	(3%)						

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002

KENTUCKY PERFORMANCE REPORT

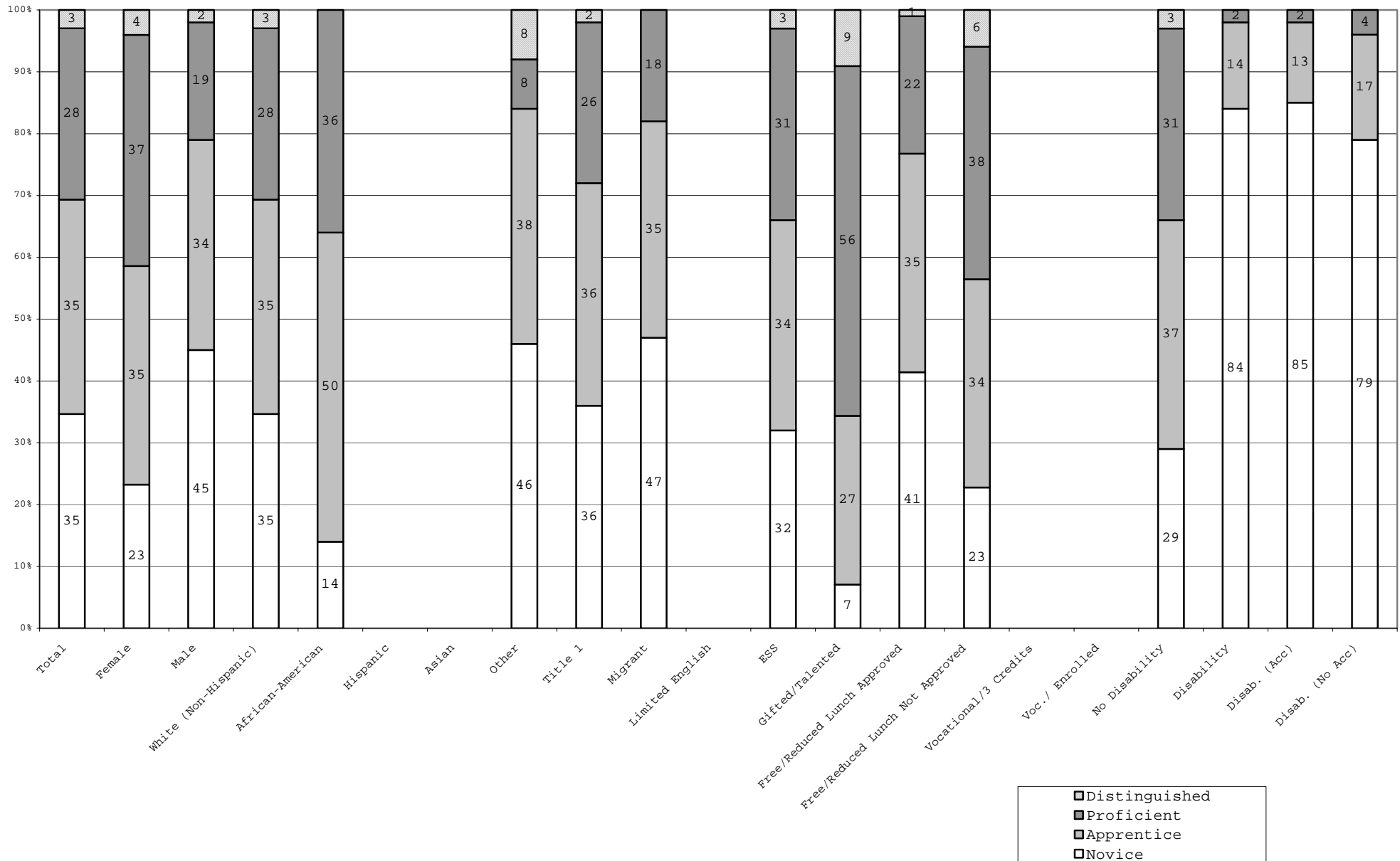
ARTS & HUMANITIES DISAGGREGATION

Performance Level Percents

District: REGION 8

Code: 908

Grade: 08

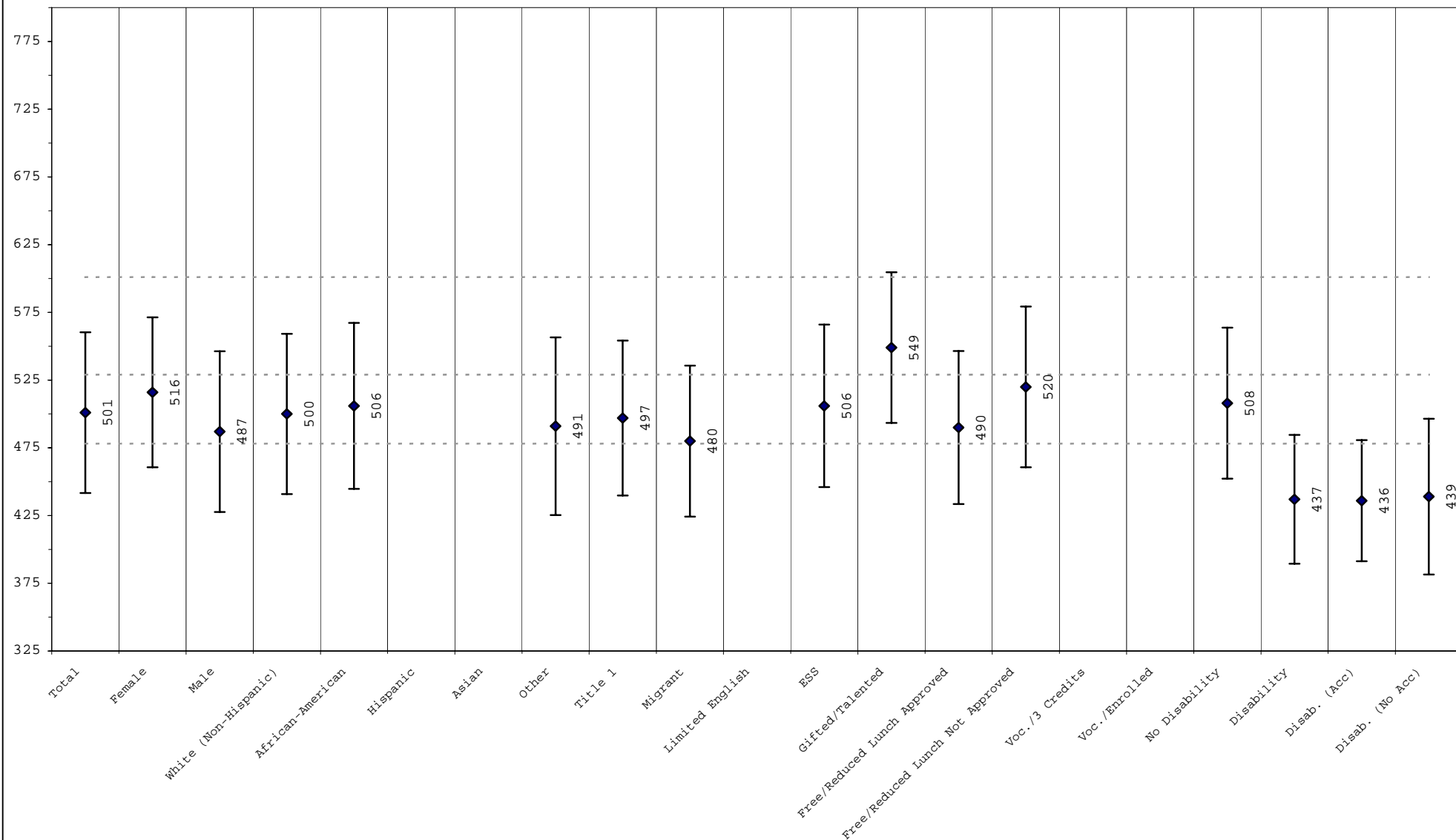


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,135		501 (1.1)	46,957		513 (0.3)
Gender:												
Female							1,477	47%	516 (1.4)	22,893	49%	527 (0.4)
Male							1,656	53%	487 (1.5)	24,042	51%	499 (0.4)
Gap Female vs Male									29*			28*
Ethnicity												
White (Non-Hispanic)							3,084	98%	500 (1.1)	40,780	87%	516 (0.3)
African-American							14		506 (16.4)	4,723	10%	487 (0.9)
Hispanic							8			453	1%	503 (3.2)
Asian							6			311	1%	550 (4.8)
Other							13		491 (18.2)	547	1%	506 (2.9)
Gap White vs African American									-6			29*
Gap White vs Hispanic												13*
Gap White vs Asian												-34*
Gap White vs Other									9			10*
Title I												
Participating Students							2,671	85%	497 (1.1)	21,583	46%	503 (0.4)
Not Participating							464	15%	520 (3.1)	25,374	54%	521 (0.4)
Gap Participating vs Non-Participating									-23*			-18*
Migrant Program												
Participating Students							34	1%	480 (9.6)	449	1%	483 (2.7)
Not Participating							3,101	99%	501 (1.1)	46,508	99%	513 (0.3)
Gap Participating vs Non-Participating									-21*			-30*
Limited English Proficiency												
Participating Students							1			118		467 (5.4)
Not Participating							3,134	100%	501 (1.1)	46,839	100%	513 (0.3)
Gap Participating vs Non-Participating												-46*
Extended School Services												
Participating Students							621	20%	506 (2.4)	7,703	16%	501 (0.6)
Not Participating							2,514	80%	499 (1.2)	39,254	84%	515 (0.3)
Gap Participating vs Non-Participating									7*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 08

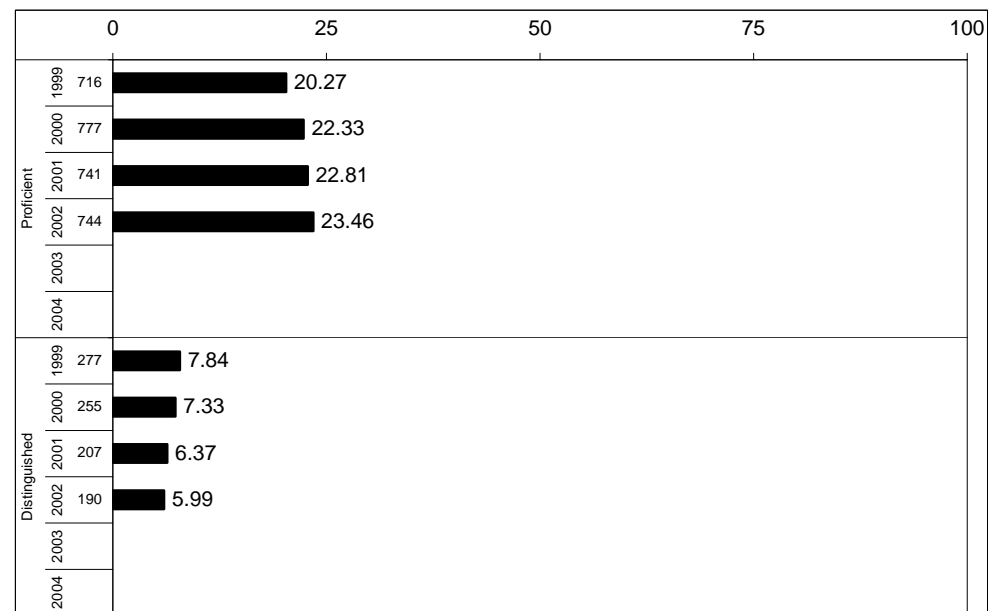
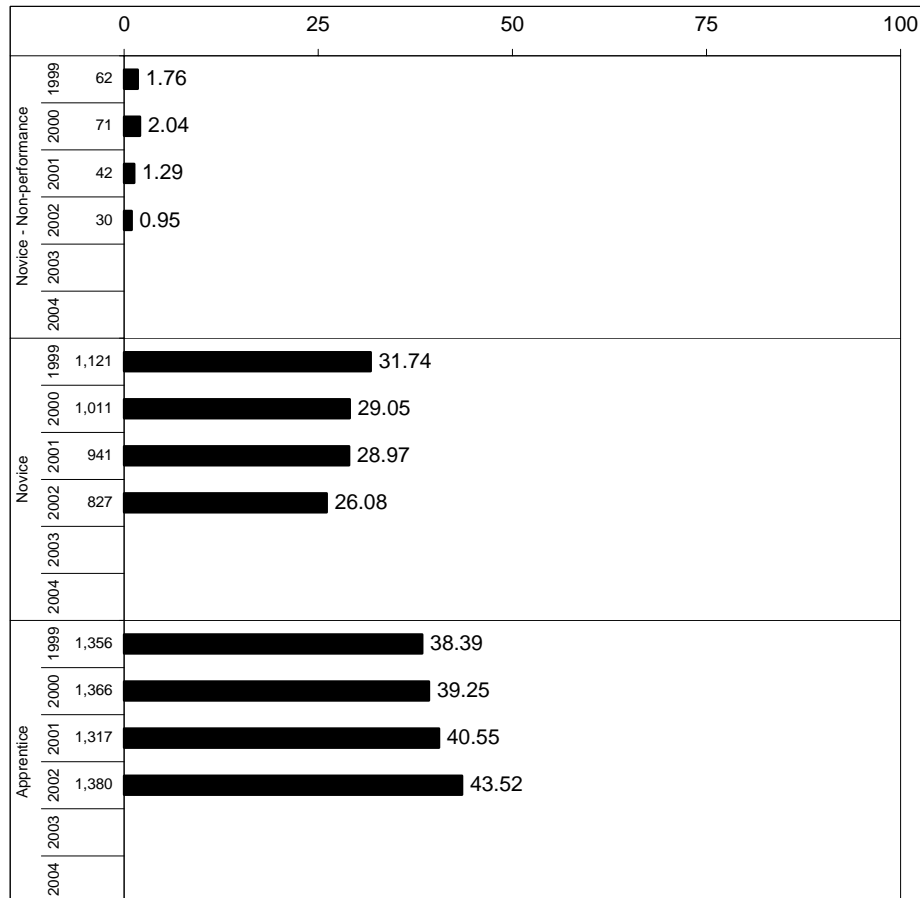
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							496	16%	549 (2.5)	8,093	17%	567 (0.8)
Not Participating							2,639	84%	491 (1.1)	38,864	83%	501 (0.3)
<i>Gap Participating vs Non-Participating</i>									58*			66*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,027	65%	490 (1.3)	20,016	43%	491 (0.4)
Not Approved (includes not coded)							1,108	35%	520 (1.8)	26,941	57%	529 (0.4)
<i>Gap Approved vs Not Approved</i>									-30*			-38*
Disability Status												
Students without Disabilities (includes not coded)							2,789	89%	508 (1.1)	41,500	88%	521 (0.3)
Students with Disabilities							346	11%	437 (2.6)	5,457	12%	452 (0.7)
Tested with Accommodations							275	9%	436 (2.7)	3,701	8%	448 (0.9)
Tested without Accommodations							71	2%	439 (6.8)	1,756	4%	461 (1.4)
<i>Gap With vs Without</i>									-71*			-69*
Alternate Portfolio							36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 08





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 08

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	47	2.2	2.3									
Physical Education	24	2.1	2.3									
Consumerism	17	2.2	2.3									
Jobs/Careers	37	2.2	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 08

OPEN RESPONSE	No. Items	No. Observations	REGION								STATE								School -State Mean			
			Percents								Mean	Std. Err.	Percents								Mean	
			B	0	1	2	3	4	B	0			1	2	3	4						
PRACTICAL LIVING																						
1.x.x - Health	9	2,346	0	5	22	41	26	6	2.0	0.0	34,811	1	4	18	41	28	8	2.2	-0.2			
2.x.x - Physical Education	5	1,306	0	6	26	38	23	6	2.0	0.0	19,548	1	5	22	39	26	8	2.1	-0.1			
3.x.x - Consumerism	4	1,035	0	4	21	44	25	5	2.1	0.0	15,433	1	4	18	43	27	8	2.2	-0.1			
VOCATIONAL STUDIES																						
4.x.x - Job/Career	8	2,088	0	6	23	45	22	5	2.0	0.0	31,179	1	3	18	44	27	7	2.1	-0.1			
MULTIPLE CHOICE			REGION						STATE													
			Percents						Percents													
			Correct	Incorrect	Omit/Mult	Mean	Std.	Err.	Correct	Incorrect	Omit/Mult	Mean	Std.	Err.								
PRACTICAL LIVING																						
1.x.x - Health	38	9,913	63		37		0	0.63	0.00	147,608	67		33		0	0.67		-0.04				
2.x.x - Physical Education	19	4,954	60		40		0	0.60	0.01	73,887	64		36		0	0.64		-0.04				
3.x.x - Consumerism	13	3,392	62		38		0	0.62	0.01	50,494	64		36		0	0.64		-0.02				
VOCATIONAL STUDIES																						
4.x.x - Job/Career	29	7,554	61		39		0	0.61	0.01	112,552	68		32		0	0.67		-0.06				



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 08

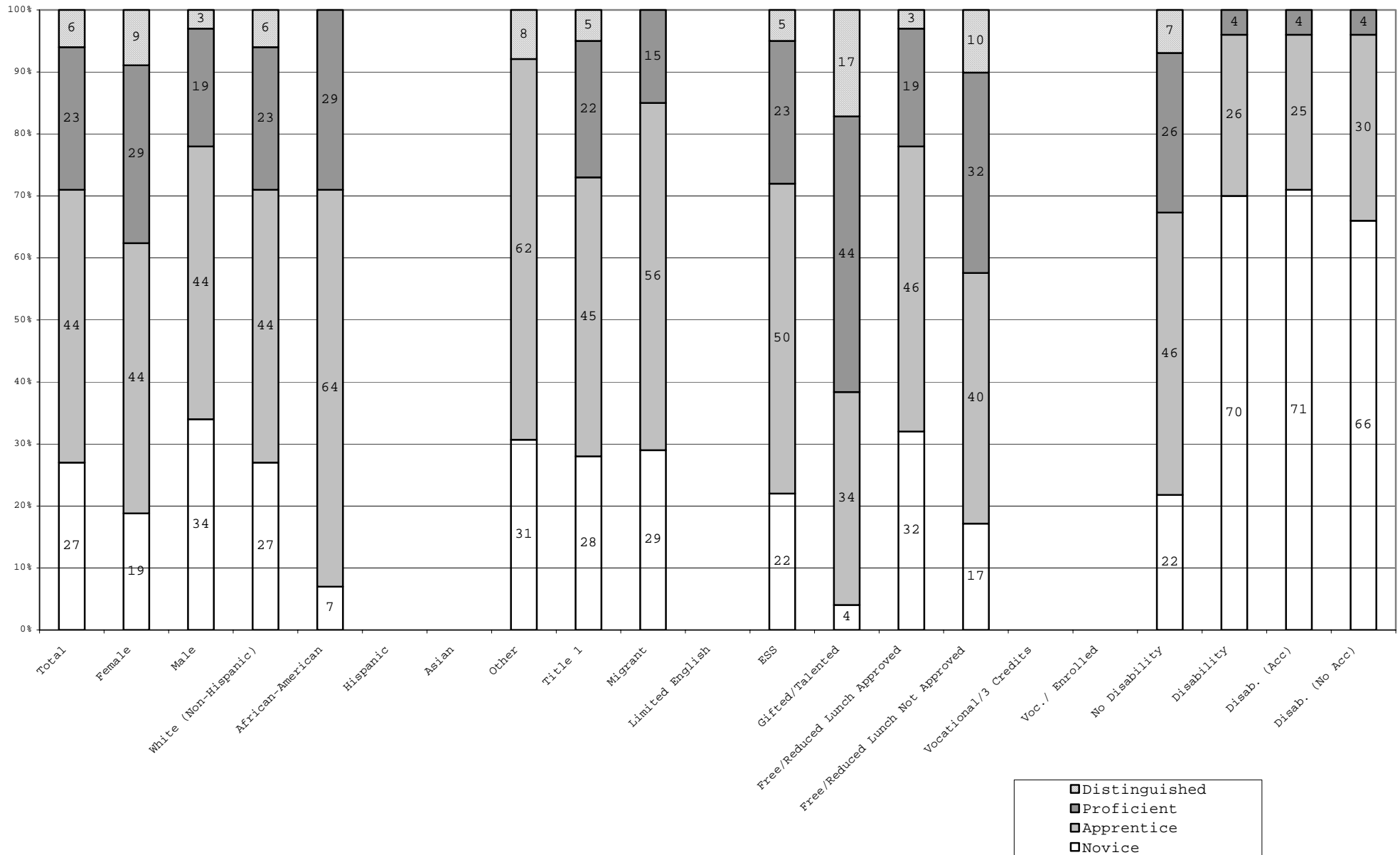
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	161 5% (6%)	887 28% (34%)	1,412 45% (41%)	579 18% (14%)	96 3% (4%)
17 How well do you think you did on this test	I Did Very Poorly 61 2% (2%)	I Did Poorly 196 6% (6%)	I Did Well 1,955 62% (60%)	I Did Very Well 828 26% (27%)	Invalid Response 95 3% (4%)
18 How hard did you try on this test	I Did Not Try 66 2% (2%)	I Tried a Little 91 3% (4%)	I Tried a Lot 464 15% (18%)	I Tried Very Hard 2,412 77% (72%)	Invalid Response 102 3% (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 08

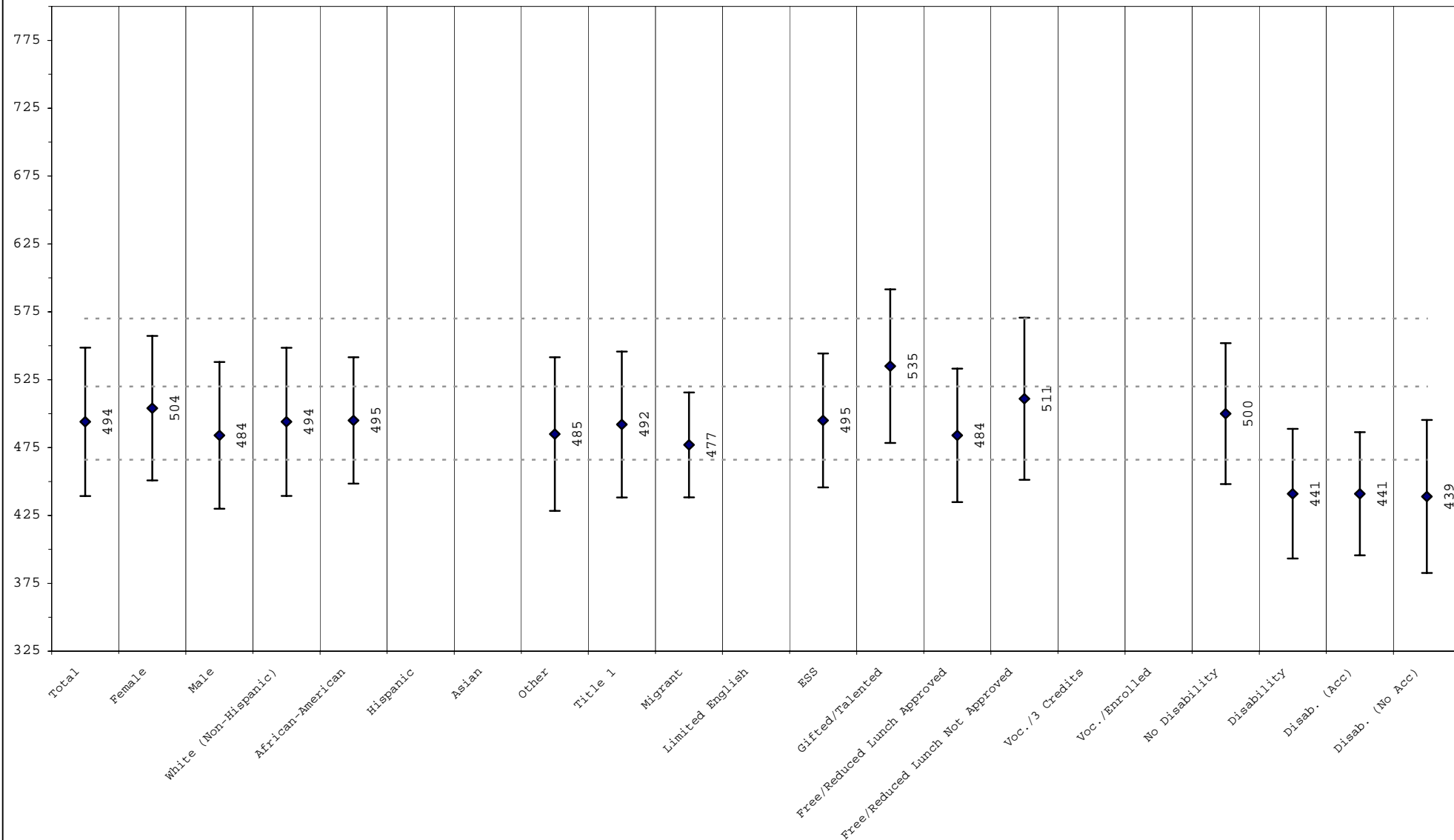


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: REGION 8
 Code: 908
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: REGION 8
 Code: 908
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,135		494 (1.0)	46,957		503 (0.3)
Gender:												
Female							1,477	47%	504 (1.4)	22,893	49%	514 (0.4)
Male							1,656	53%	484 (1.3)	24,042	51%	493 (0.4)
Gap Female vs Male									20*			21*
Ethnicity												
White (Non-Hispanic)							3,084	98%	494 (1.0)	40,780	87%	506 (0.3)
African-American							14		495 (12.4)	4,723	10%	478 (0.8)
Hispanic							8			453	1%	492 (2.6)
Asian							6			311	1%	531 (4.3)
Other							13		485 (15.7)	547	1%	499 (2.4)
Gap White vs African American									-1			28*
Gap White vs Hispanic												14*
Gap White vs Asian												-25*
Gap White vs Other									9			7*
Title I												
Participating Students							2,671	85%	492 (1.0)	21,583	46%	495 (0.4)
Not Participating							464	15%	506 (2.7)	25,374	54%	510 (0.4)
Gap Participating vs Non-Participating									-14*			-15*
Migrant Program												
Participating Students							34	1%	477 (6.6)	449	1%	480 (2.3)
Not Participating							3,101	99%	494 (1.0)	46,508	99%	503 (0.3)
Gap Participating vs Non-Participating									-17*			-23*
Limited English Proficiency												
Participating Students							1			118		468 (5.5)
Not Participating							3,134	100%	494 (1.0)	46,839	100%	503 (0.3)
Gap Participating vs Non-Participating												-35*
Extended School Services												
Participating Students							621	20%	495 (2.0)	7,703	16%	493 (0.6)
Not Participating							2,514	80%	493 (1.1)	39,254	84%	505 (0.3)
Gap Participating vs Non-Participating									2			-12*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: REGION 8
 Code: 908
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							496	16%	535 (2.5)	8,093	17%	550 (0.7)
Not Participating							2,639	84%	486 (1.0)	38,864	83%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>									49*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,027	65%	484 (1.1)	20,016	43%	484 (0.4)
Not Approved (includes not coded)							1,108	35%	511 (1.8)	26,941	57%	517 (0.4)
<i>Gap Approved vs Not Approved</i>									-27*			-33*
Disability Status												
Students without Disabilities (includes not coded)							2,789	89%	500 (1.0)	41,500	88%	510 (0.3)
Students with Disabilities							346	11%	441 (2.6)	5,457	12%	452 (0.7)
Tested with Accommodations							275	9%	441 (2.7)	3,701	8%	449 (0.8)
Tested without Accommodations							71	2%	439 (6.7)	1,756	4%	458 (1.3)
<i>Gap With vs Without</i>									-59*			-58*
Alternate Portfolio							36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: REGION 8
 Code: 908
 Grade: 06

NRT Accountability Data by Year

Grade 6

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	3338	4	0.1	1019	30.5	950	28.5	780	23.4	585	17.5
2000	3164	5	0.2	865	27.3	946	29.9	672	21.2	676	21.4
2001	3202	47	1.5	816	25.5	889	27.8	715	22.3	735	23.0
2002	3308	2	0.1	852	25.8	955	28.9	756	22.9	743	22.5
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: REGION 8
 Code: 908
 Grade: 06

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	3,308		50.3	51	48.4	47	47.4	45	48.5	47	26%	29%	23%	22%
Gender:														
Female	1,547	47%	53	56	51.6	53	49	48	51.4	53	20%	30%	24%	26%
Male	1,752	53%	48.1	46	45.6	42	46.1	43	46.1	43	30%	28%	22%	20%
(Not Coded)	9													
Ethnicity														
White (Non-Hispanic)	3,196	97%	50.3	51	48.3	47	47.5	45	48.5	47	26%	29%	23%	22%
African-American	30	1%	41.3	34	41.2	34	37.4	28	39.1	30	43%	33%	17%	7%
Hispanic	9													
Asian	4													
Other	21	1%	55.4	60	53.4	57	44.1	39	50.7	51	14%	38%	29%	19%
(Not Coded)	48	1%												
Served by Title I	3,118	94%	50.1	50	48.2	47	47.1	45	48.3	47	26%	28%	23%	22%
Served by Migrant Program	29	1%	41	34	36.6	26	39.8	31	37.8	28	38%	41%	10%	10%
Students with Limited English Proficiency														
Served by Extended School Services	755	23%	48	46	45.9	42	45.3	41	46	43	29%	32%	22%	16%
Served by Gifted and Talented Program	503	15%	67.6	80	66.9	79	66.9	79	69.3	82	3%	11%	23%	63%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	2,319	70%	46.9	44	44.8	40	44.1	39	44.6	40	31%	31%	22%	16%
Not Approved (includes not coded)	989	30%	58.4	66	56.6	62	55.3	60	57.7	64	13%	23%	26%	38%
Disability Status														
Students without Disabilities (includes not coded)	2,944	89%	52.5	55	50.6	51	49.9	50	51.1	52	20%	30%	25%	25%
Students with Disabilities	364	11%	32.8	21	30.4	18	27.4	14	27.7	15	70%	23%	4%	3%
Tested with Accommodations	320	10%	32.5	20	29.8	17	26.9	14	27.2	14	72%	22%	5%	2%
Tested without Accommodations	44	1%	35.2	24	34.6	23	30.5	18	31.4	19	59%	27%	0%	14%
Alternate Portfolio	29	1%												
	Number Exemptions:		On-Demand		Medical		LEP		Other					
			5											

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

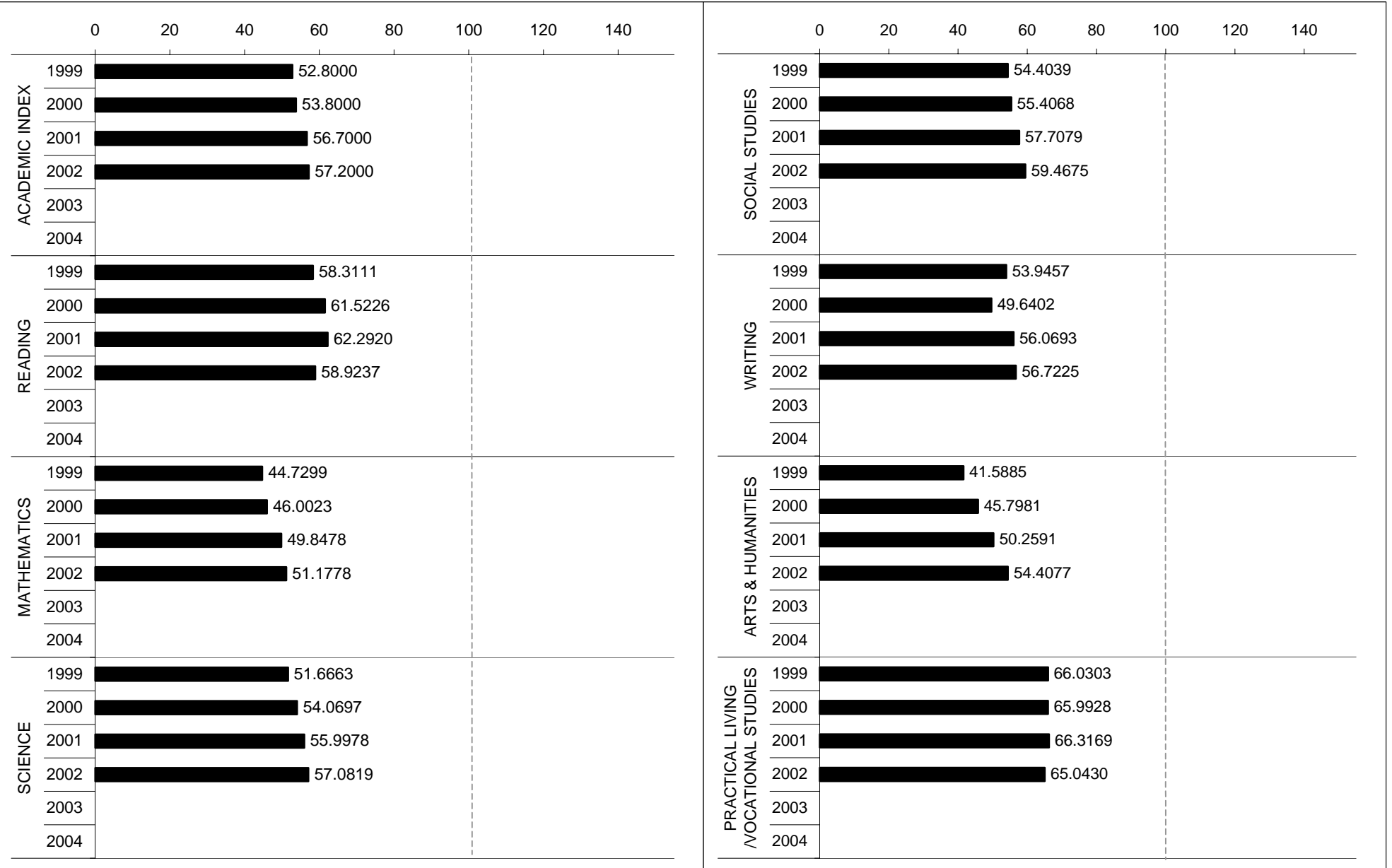


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: REGION 8

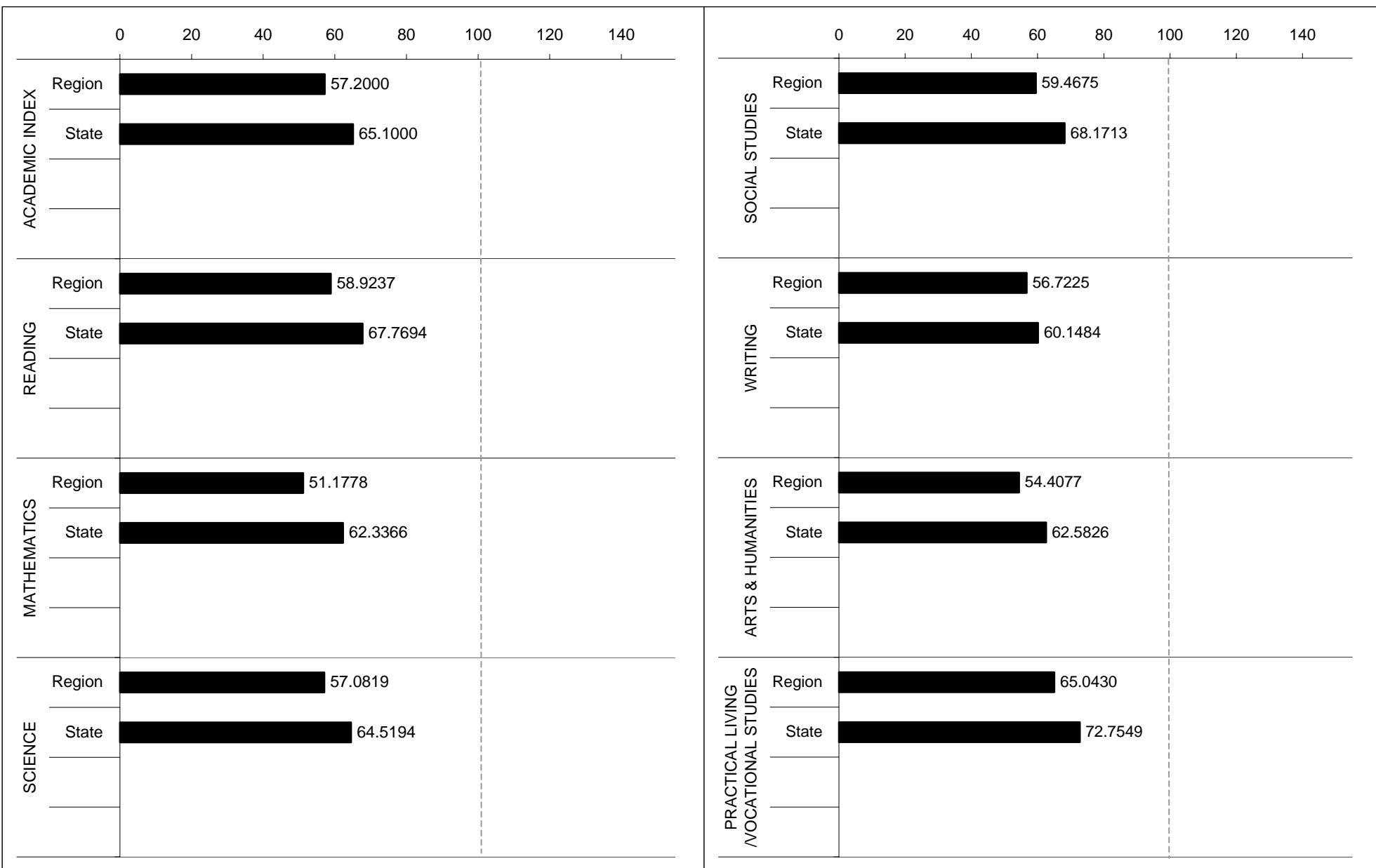
Code: 908

Grade: 10/12



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

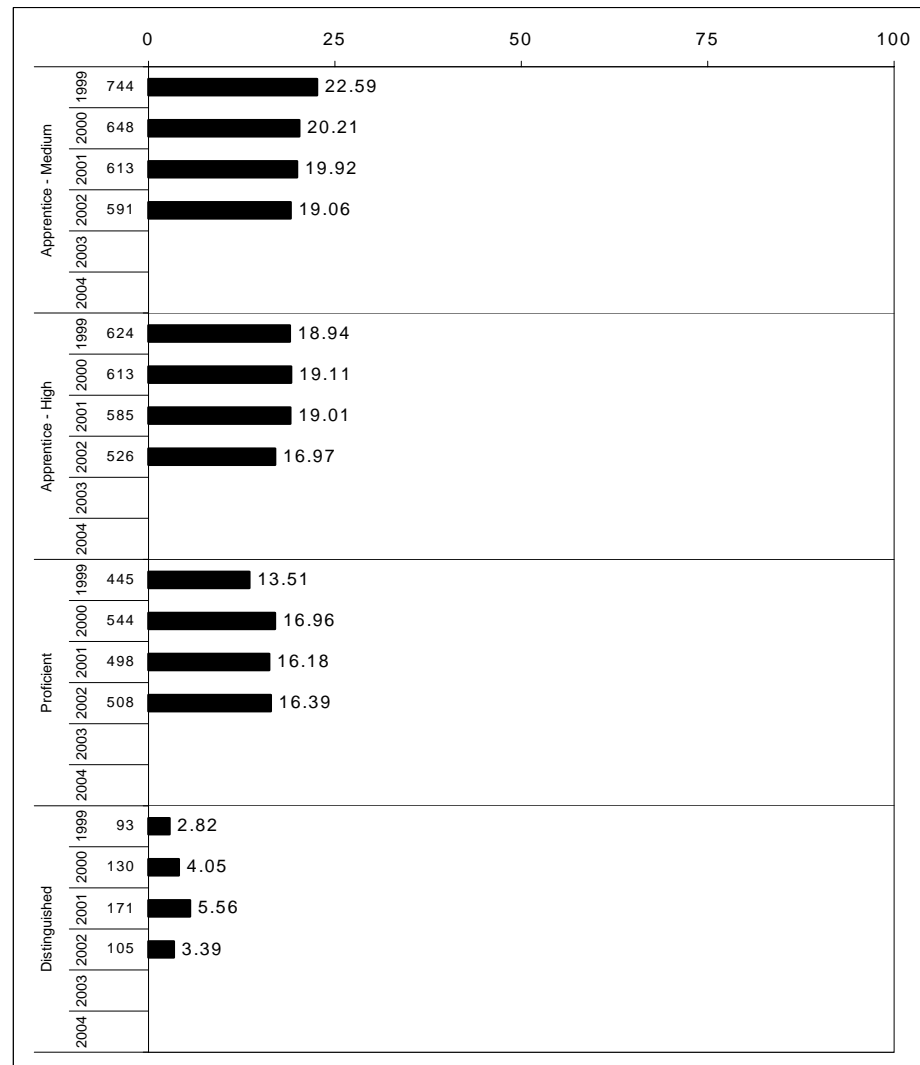
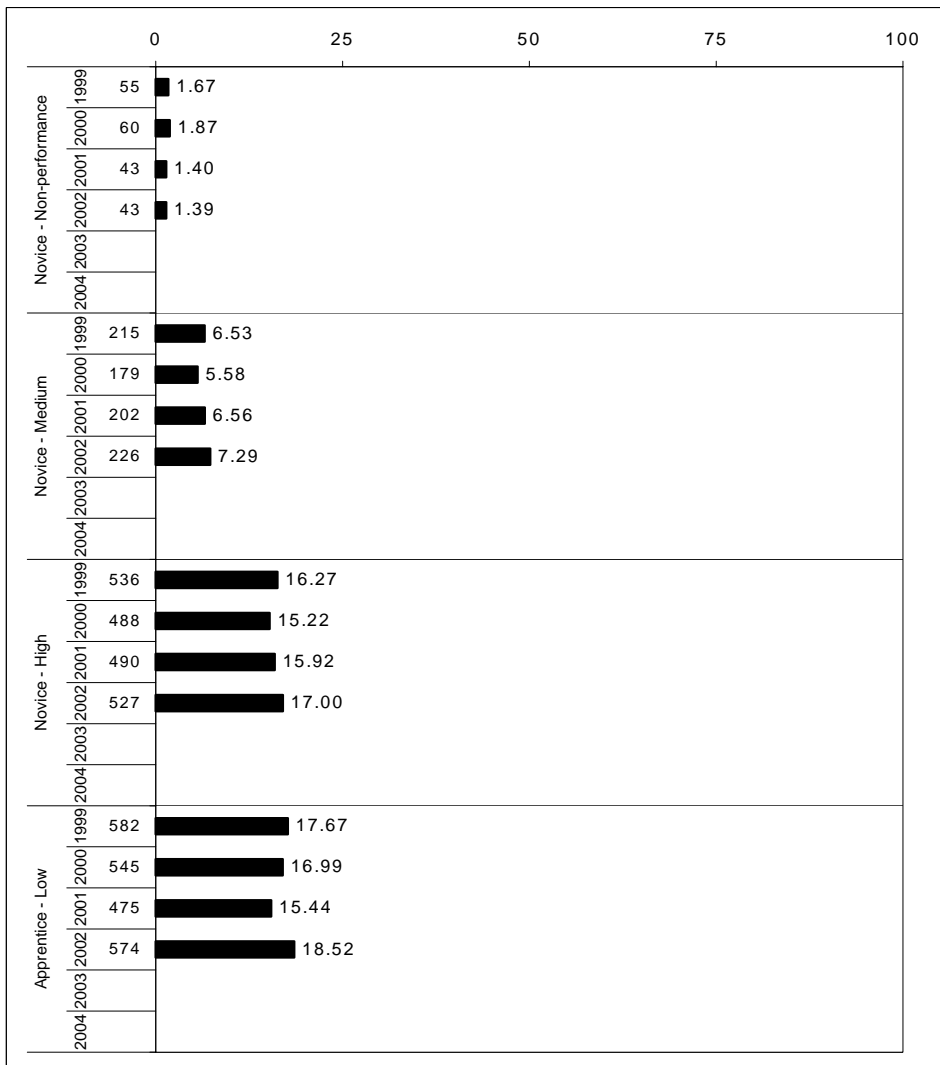
District: REGION 8
Code: 908
Grade: 10/12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 10



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 10

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	35	2.0	2.2									
Informational	50	1.9	2.1									
Persuasive	35	1.9	2.1									
Practical/Workplace	30	2.2	2.4									

District: Top
 State: Bottom

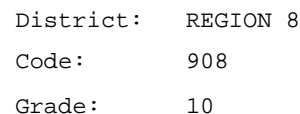
**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.
Run Date: 05/07/2003 Page: 140



SPRING 2002 KENTUCKY PERFORMANCE REPORT READING QUESTIONNAIRE DATA

District: REGION 8

Code: 908

Grade: 10

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school	166	5%	(7%)	1,185	39%	(42%)	1,424	46%	(40%)	244	8%	(7%)	46	1%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	76	2%	(2%)	335	11%	(11%)	2,275	74%	(72%)	323	11%	(12%)	54	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	72	2%	(2%)	195	6%	(7%)	761	25%	(30%)	1,984	65%	(58%)	49	2%	(2%)
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts?	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
	369	12%	(13%)	1,259	41%	(45%)	1,067	35%	(32%)	250	8%	(6%)	70	2%	(2%)
In your class, how often do you do the following:															
40 listen to an adult read aloud	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	317	10%	(13%)	842	27%	(30%)	501	16%	(16%)	789	26%	(24%)	572	19%	(14%)
41 use a graphic organizer such as a chart or web with passages you read	948	31%	(36%)	1,053	34%	(33%)	507	17%	(15%)	364	12%	(10%)	143	5%	(4%)
42 read novels, short stories or poems	151	5%	(5%)	765	25%	(22%)	631	21%	(19%)	873	28%	(29%)	599	20%	(23%)
43 read newspapers, journals or magazines	435	14%	(14%)	766	25%	(26%)	817	27%	(24%)	623	20%	(19%)	377	12%	(15%)
44 spend time previewing or discussing what you are going to read BEFORE you read	511	17%	(18%)	651	21%	(22%)	650	21%	(21%)	730	24%	(23%)	474	15%	(13%)
45 use a computer to research and read poems, articles, stories, or books	788	26%	(27%)	1,101	36%	(36%)	475	15%	(15%)	398	13%	(12%)	252	8%	(8%)
46 use a computer to answer questions about material you read	1,123	37%	(45%)	1,065	35%	(30%)	387	13%	(11%)	287	9%	(7%)	148	5%	(4%)
47 respond in writing to what you read	298	10%	(10%)	778	25%	(23%)	681	22%	(22%)	802	26%	(27%)	454	15%	(15%)
48 discuss what you read with a teacher or other students	287	9%	(9%)	647	21%	(19%)	536	17%	(17%)	840	27%	(28%)	710	23%	(25%)

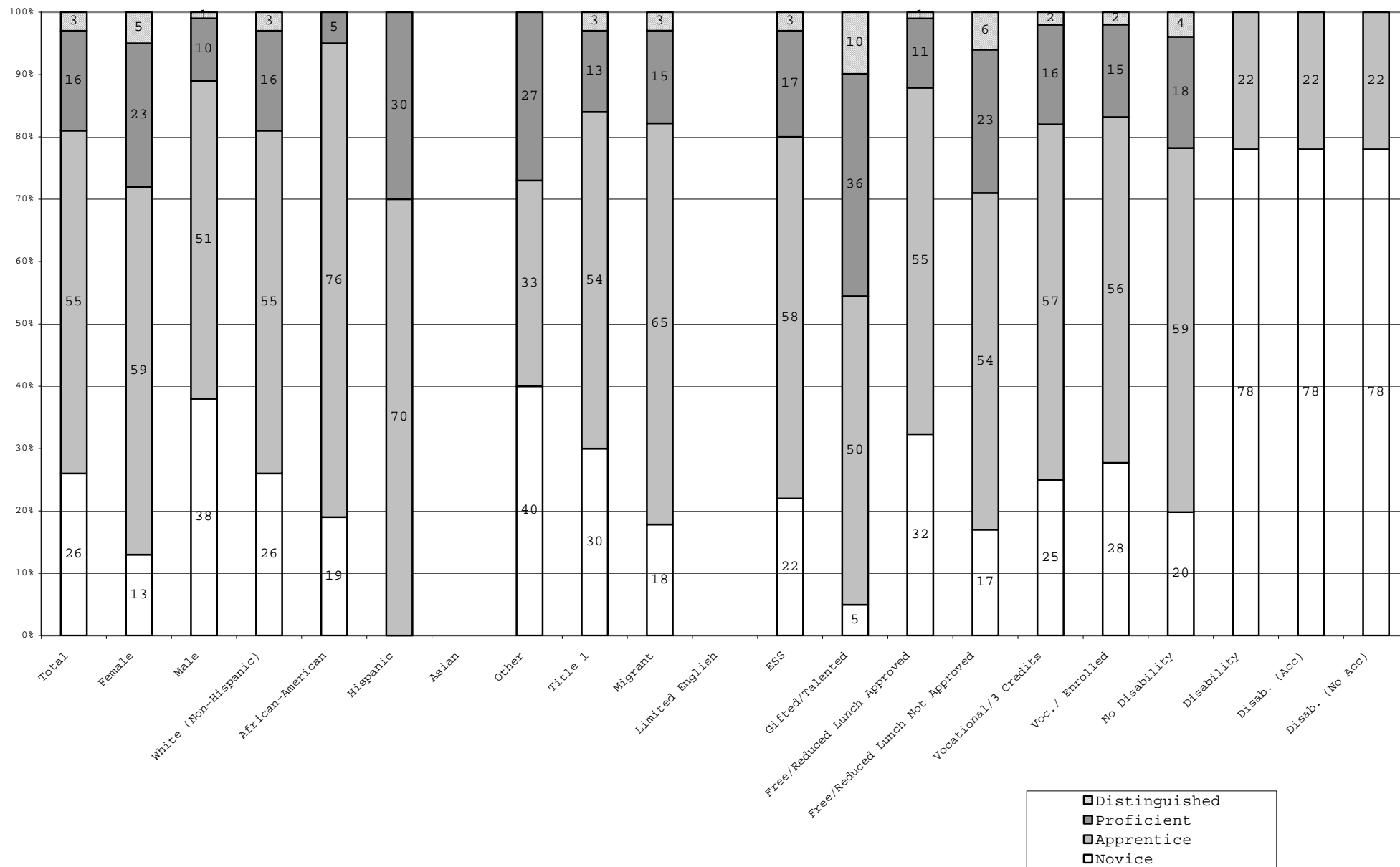
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 10

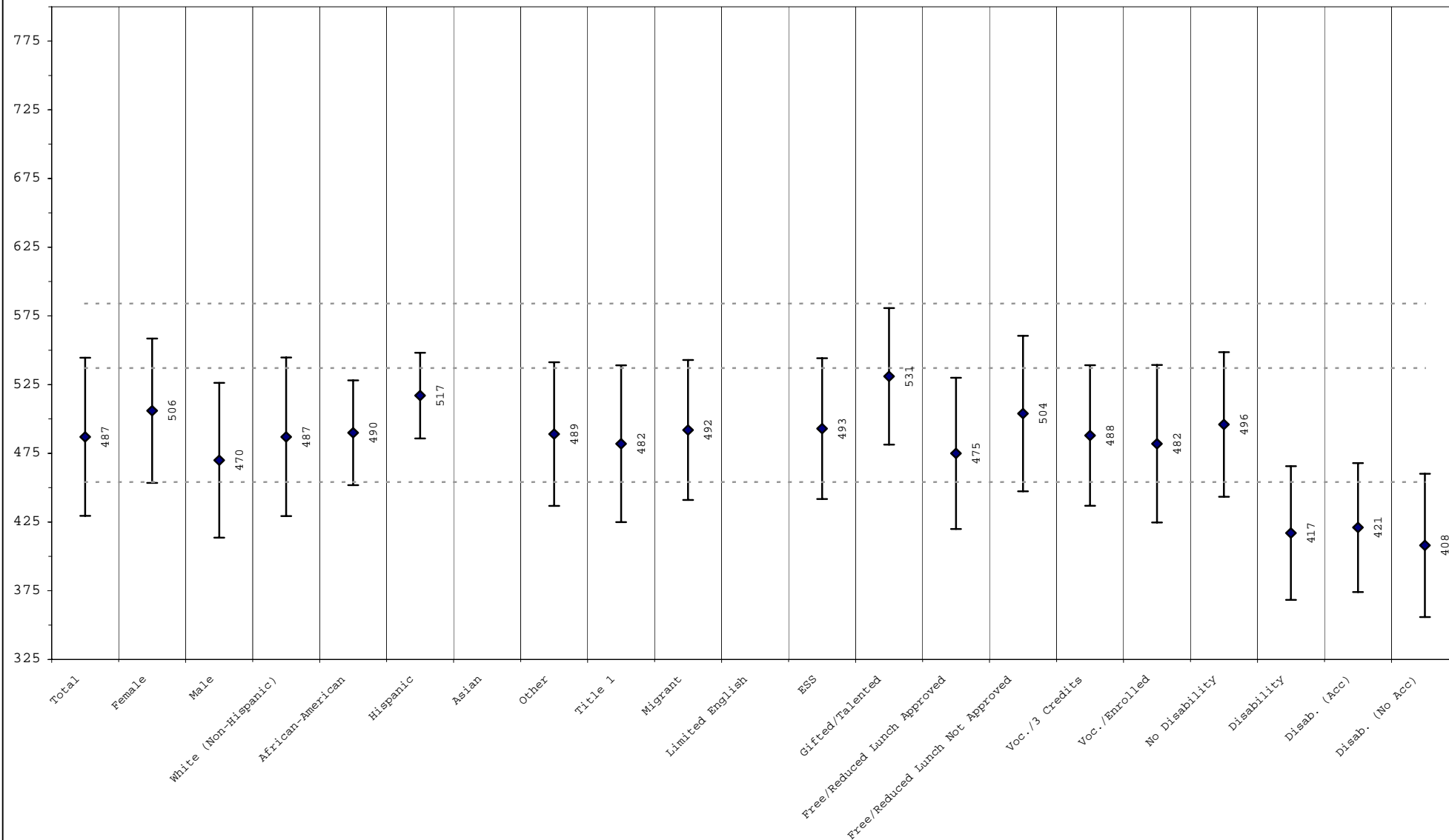


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: REGION 8
 Code: 908
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 8
 Code: 908
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,070		487 (1.0)	44,899		503 (0.3)
Gender:												
Female							1,499	49%	506 (1.4)	21,848	49%	517 (0.4)
Male							1,567	51%	470 (1.4)	23,012	51%	489 (0.4)
Gap Female vs Male									36*			28*
Ethnicity												
White (Non-Hispanic)							3,010	98%	487 (1.1)	39,187	87%	506 (0.3)
African-American							21	1%	490 (8.3)	4,270	10%	477 (0.9)
Hispanic							10		517 (9.9)	394	1%	495 (3.0)
Asian							7			357	1%	529 (3.2)
Other							15		489 (13.5)	535	1%	502 (2.6)
Gap White vs African American									-3			29*
Gap White vs Hispanic									-30*			11*
Gap White vs Asian												-23*
Gap White vs Other									-2			4
Title I												
Participating Students							1,302	42%	482 (1.6)	4,899	11%	487 (0.8)
Not Participating							1,768	58%	492 (1.4)	40,000	89%	505 (0.3)
Gap Participating vs Non-Participating									-10*			-18*
Migrant Program												
Participating Students							40	1%	492 (8.1)	222		477 (3.6)
Not Participating							3,030	99%	487 (1.0)	44,677	100%	503 (0.3)
Gap Participating vs Non-Participating									5			-26*
Limited English Proficiency												
Participating Students							2			177		476 (3.6)
Not Participating							3,068	100%	487 (1.0)	44,722	100%	503 (0.3)
Gap Participating vs Non-Participating												-27*
Extended School Services												
Participating Students							551	18%	493 (2.2)	6,632	15%	496 (0.7)
Not Participating							2,519	82%	486 (1.2)	38,267	85%	504 (0.3)
Gap Participating vs Non-Participating									7*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 8
 Code: 908
 Grade: 10

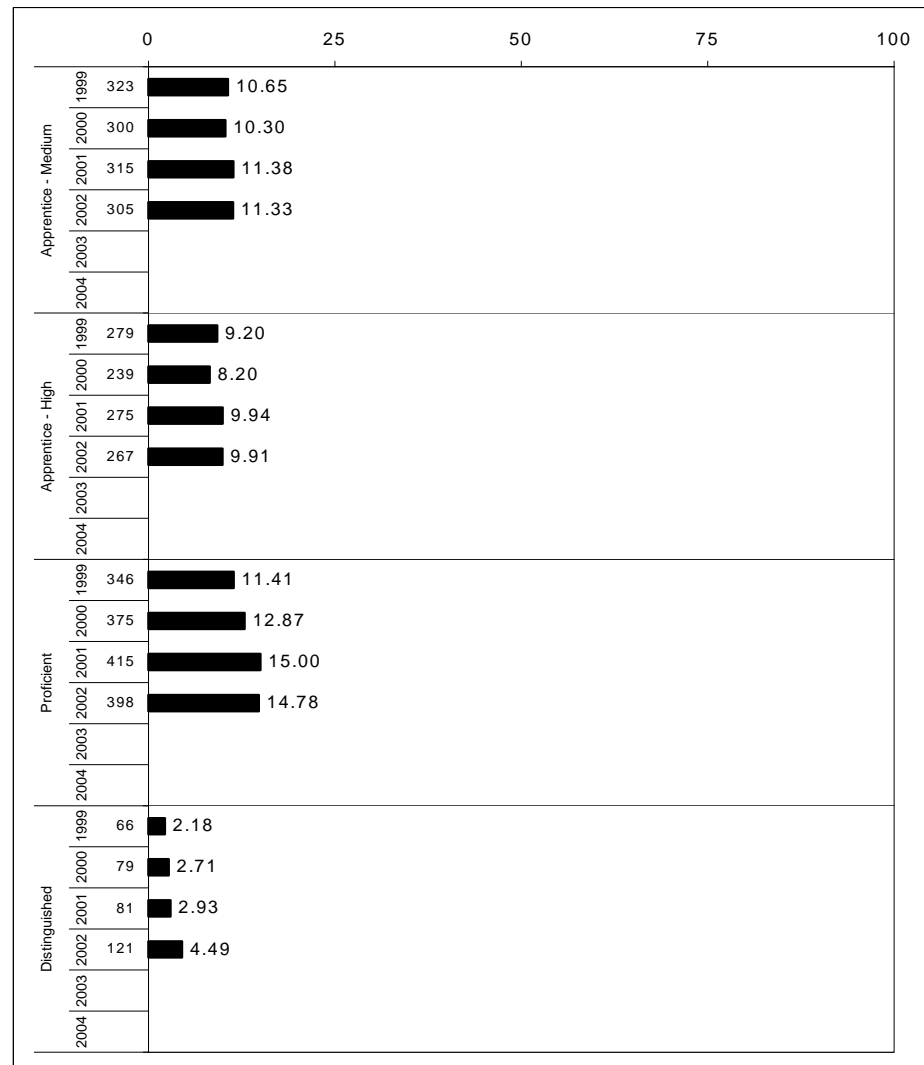
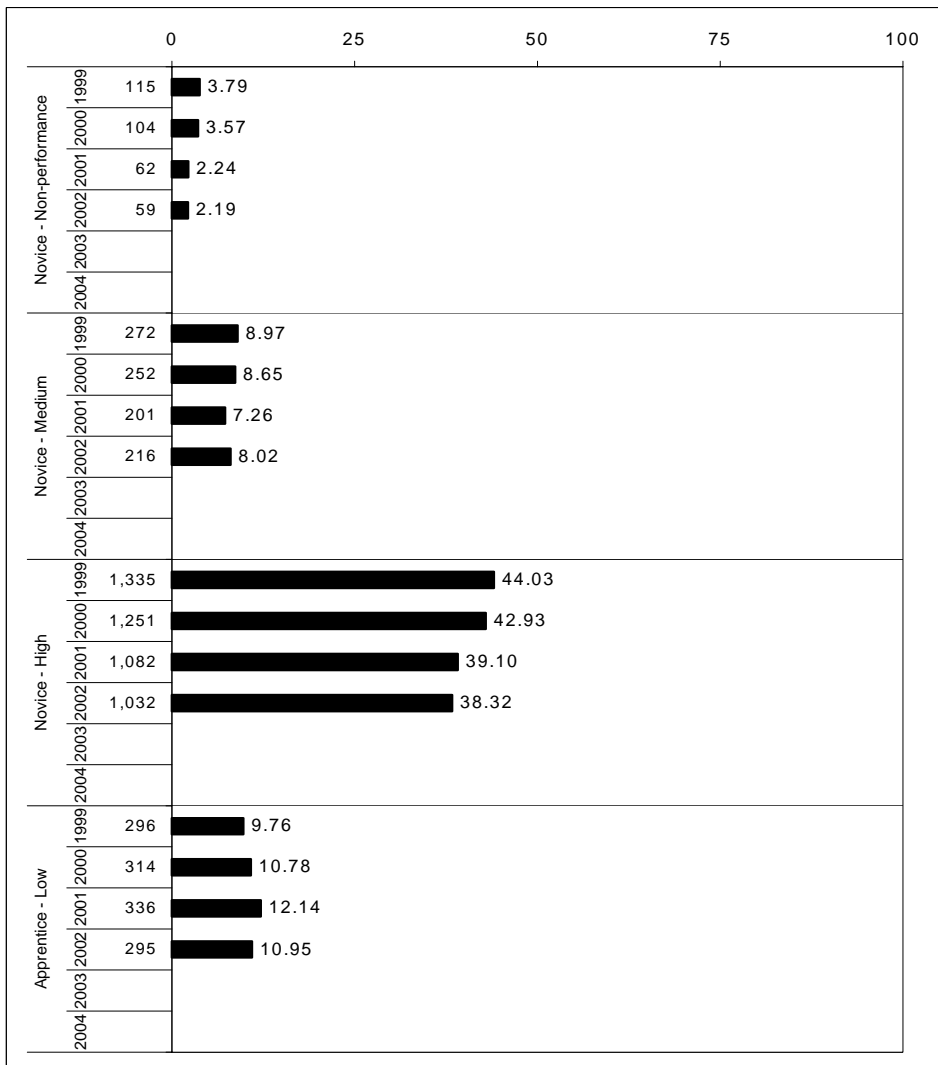
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							393	13%	531 (2.5)	6,628	15%	555 (0.6)
Not Participating							2,677	87%	481 (1.1)	38,271	85%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>									50*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,770	58%	475 (1.3)	15,199	34%	480 (0.4)
Not Approved (includes not coded)							1,300	42%	504 (1.6)	29,700	66%	515 (0.3)
<i>Gap Approved vs Not Approved</i>									-29*			-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							903	29%	488 (1.7)	15,478	34%	500 (0.4)
Enrolled, student not concentrating							852	28%	482 (2.0)	11,212	25%	501 (0.5)
Not Vocational/Technical Education							1,315	43%	491 (1.7)	18,209	41%	507 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									3			7*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									9*			6*
Disability Status												
Students without Disabilities (includes not coded)							2,743	89%	496 (1.0)	40,849	91%	510 (0.3)
Students with Disabilities							327	11%	417 (2.7)	4,050	9%	434 (0.8)
Tested with Accommodations							239	8%	421 (3.0)	2,479	6%	429 (0.9)
Tested without Accommodations							88	3%	408 (5.6)	1,571	3%	442 (1.4)
<i>Gap With vs Without</i>									-79*			-76*
Alternate Portfolio							30	1%		344	1%	
Exemptions (On-Demand)												
Medical							4			75		
LEP							2			194		
Other							3			35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 11

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	45	1.5	1.8				♦					
Geometry/Measurement	53	1.3	1.6				♦					
Probability/Statistics	26	1.4	1.7				♦					
Algebraic Ideas	59	1.4	1.7				♦					

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: REGION 8

Code: 908

Grade: 11

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE								School -State Mean	
			Percents									Mean	No. Observations	Percents							Mean
			B	0	1	2	3	4	B	0				1	2	3	4				
1.x.x - Number/Computation	14	6,165	2	35	30	17	11	6	1.2	0.0	93,008	2	28	28	18	13	11	1.5	-0.3		
1.1.x - Concepts	2	884	1	17	31	15	21	14	1.8	0.0	13,509	1	15	27	15	23	19	2.0	-0.2		
1.2.x - Skills	7	3,099	1	30	32	19	10	8	1.3	0.0	46,877	2	24	29	21	11	13	1.6	-0.3		
1.3.x - Relationships	6	2,624	2	45	28	13	8	4	0.9	0.0	39,435	2	37	27	14	12	8	1.2	-0.3		
2.x.x - Geometry/Measurement	18	7,929	2	37	28	17	10	5	1.1	0.0	118,912	2	30	26	19	13	9	1.4	-0.3		
2.1.x - Concepts	11	4,830	2	41	30	16	8	4	1.0	0.0	72,597	2	34	27	18	11	7	1.2	-0.2		
2.2.x - Skills	9	3,982	1	38	25	19	11	7	1.2	0.0	59,785	2	31	24	20	14	11	1.5	-0.3		
2.3.x - Relationships	6	2,659	1	31	35	18	10	5	1.2	0.0	40,142	1	24	34	19	13	9	1.5	-0.3		
3.x.x - Probability/Statistics	7	3,079	2	37	32	19	8	3	1.0	0.0	46,401	2	28	32	22	11	5	1.3	-0.3		
3.1.x - Concepts	1	442	2	38	38	19	2	0	0.8	0.0	6,813	1	29	36	25	6	2	1.1	-0.3		
3.2.x - Skills	4	1,768	1	40	30	18	6	4	1.0	0.0	26,618	2	30	31	23	9	5	1.2	-0.2		
3.3.x - Relationships	3	1,310	2	32	39	15	10	3	1.1	0.0	19,627	2	25	38	16	14	6	1.3	-0.2		
4.x.x - Algebraic Ideas	15	6,601	2	32	33	18	11	5	1.2	0.0	99,537	2	24	32	20	14	9	1.5	-0.3		
4.1.x - Concepts	1	442	1	19	39	25	13	2	1.4	0.1	6,813	2	14	31	28	16	10	1.7	-0.3		
4.2.x - Skills	9	3,945	1	35	30	19	11	4	1.2	0.0	59,420	2	25	30	22	14	8	1.5	-0.3		
4.3.x - Relationships	10	4,419	2	34	34	16	10	5	1.1	0.0	66,798	2	26	34	19	12	8	1.4	-0.3		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	31	18,919	52	48	0						0.52	0.00	285,502	58	42	0					
1.1.x - Concepts	8	5,279	51	49	0						0.51	0.01	80,050	58	42	0					
1.2.x - Skills	10	5,720	56	44	0						0.56	0.01	85,799	63	37	0					
1.3.x - Relationships	14	8,804	50	50	0						0.50	0.01	133,162	56	44	0					
2.x.x - Geometry/Measurement	35	17,635	45	56	0						0.44	0.00	265,747	50	50	0					
2.1.x - Concepts	13	6,625	41	59	0						0.41	0.01	100,448	47	53	0					
2.2.x - Skills	19	8,796	47	53	0						0.47	0.01	131,687	52	48	0					
2.3.x - Relationships	5	3,094	45	55	0						0.45	0.01	46,940	54	46	0					
3.x.x - Probability/Statistics	19	10,555	54	46	0						0.54	0.00	158,958	62	38	0					
3.1.x - Concepts	8	4,389	55	45	0						0.55	0.01	66,219	63	37	0					
3.2.x - Skills	8	4,413	55	45	0						0.55	0.01	66,260	61	39	0					
3.3.x - Relationships	4	2,194	53	47	0						0.53	0.01	33,136	60	40	0					
4.x.x - Algebraic Ideas	44	21,550	46	54	0						0.46	0.00	323,772	52	48	0					
4.1.x - Concepts	15	6,577	37	63	0						0.37	0.01	98,700	44	56	0					
4.2.x - Skills	19	9,239	48	52	0						0.48	0.01	138,773	54	46	0					
4.3.x - Relationships	13	7,047	48	52	0						0.48	0.01	105,951	55	45	0					

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	81	3%	(3%)	959	36%	(35%)	1,296	49%	(47%)	284	11%	(14%)	38	1%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	208	8%	(8%)	800	30%	(29%)	1,462	55%	(53%)	148	6%	(8%)	41	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	48	2%	(2%)	159	6%	(7%)	554	21%	(25%)	1,857	70%	(64%)	40	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	240	9%	(15%)	1,113	42%	(41%)	505	19%	(17%)	518	19%	(17%)	244	9%	(8%)
40 work on mathematics projects/investigations that require more than one class period	662	25%	(32%)	1,028	39%	(41%)	497	19%	(14%)	317	12%	(8%)	112	4%	(3%)
41 use a graphic calculator	416	16%	(17%)	550	21%	(18%)	243	9%	(8%)	423	16%	(14%)	986	37%	(41%)
42 use a computer	1,291	48%	(50%)	661	25%	(26%)	224	8%	(7%)	206	8%	(6%)	237	9%	(8%)
43 write about mathematics	664	25%	(28%)	1,003	38%	(42%)	435	16%	(13%)	294	11%	(9%)	222	8%	(7%)
44 use hands-on materials other than books, worksheets, calculators or computers	623	23%	(30%)	889	33%	(34%)	416	16%	(13%)	403	15%	(11%)	288	11%	(10%)
45 draw pictures, charts or graphs to help explain your thinking	154	6%	(7%)	644	24%	(24%)	510	19%	(20%)	758	28%	(28%)	540	20%	(19%)
46 discuss different ways to solve problems	152	6%	(6%)	335	13%	(14%)	357	13%	(16%)	767	29%	(30%)	1,004	38%	(33%)
47 receive meaningful feedback on assignments	322	12%	(14%)	449	17%	(18%)	425	16%	(17%)	707	27%	(25%)	711	27%	(25%)
48 work on mathematics that is related to real-life experiences	344	13%	(16%)	614	23%	(26%)	470	18%	(19%)	654	25%	(22%)	537	20%	(15%)

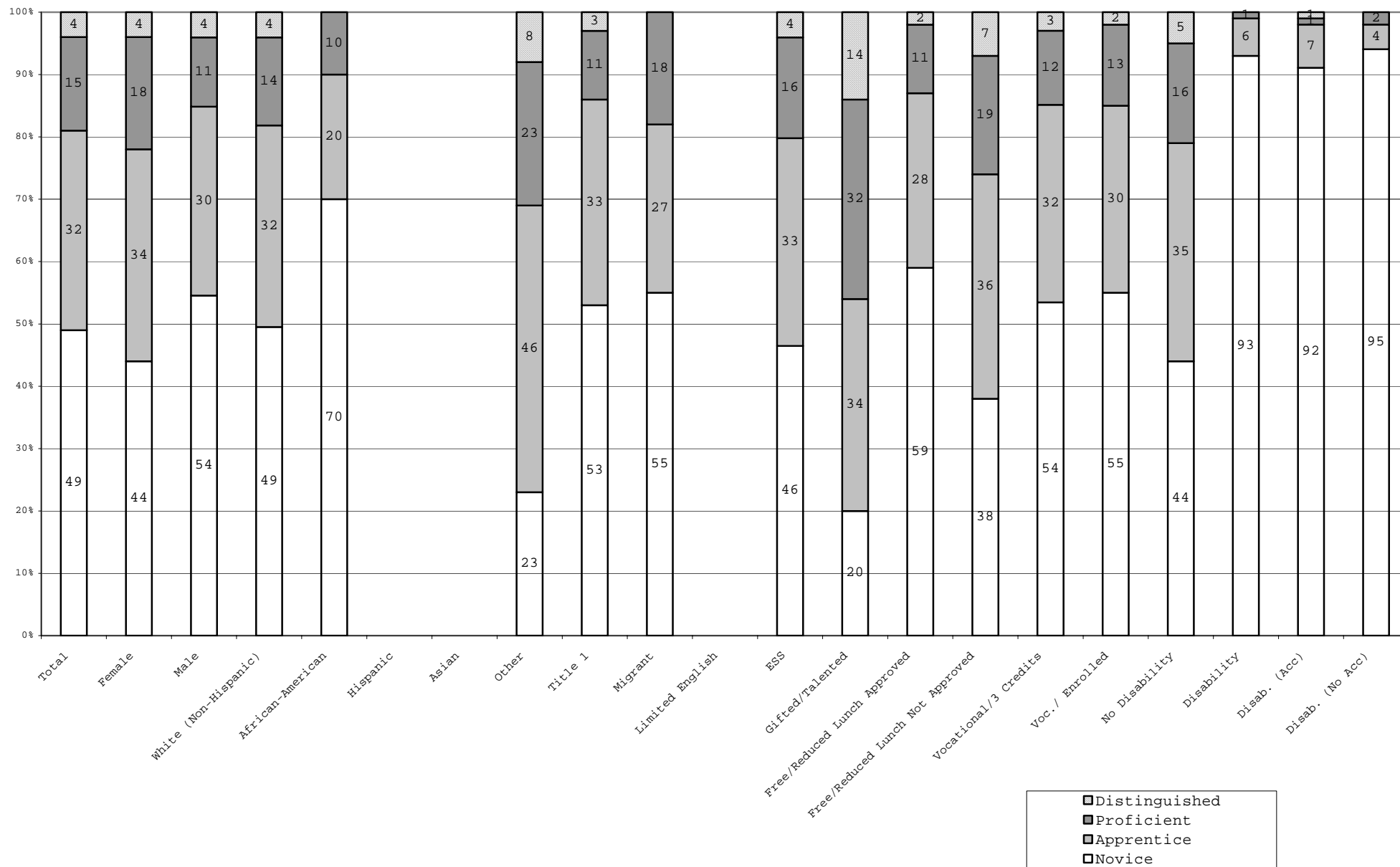
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 11

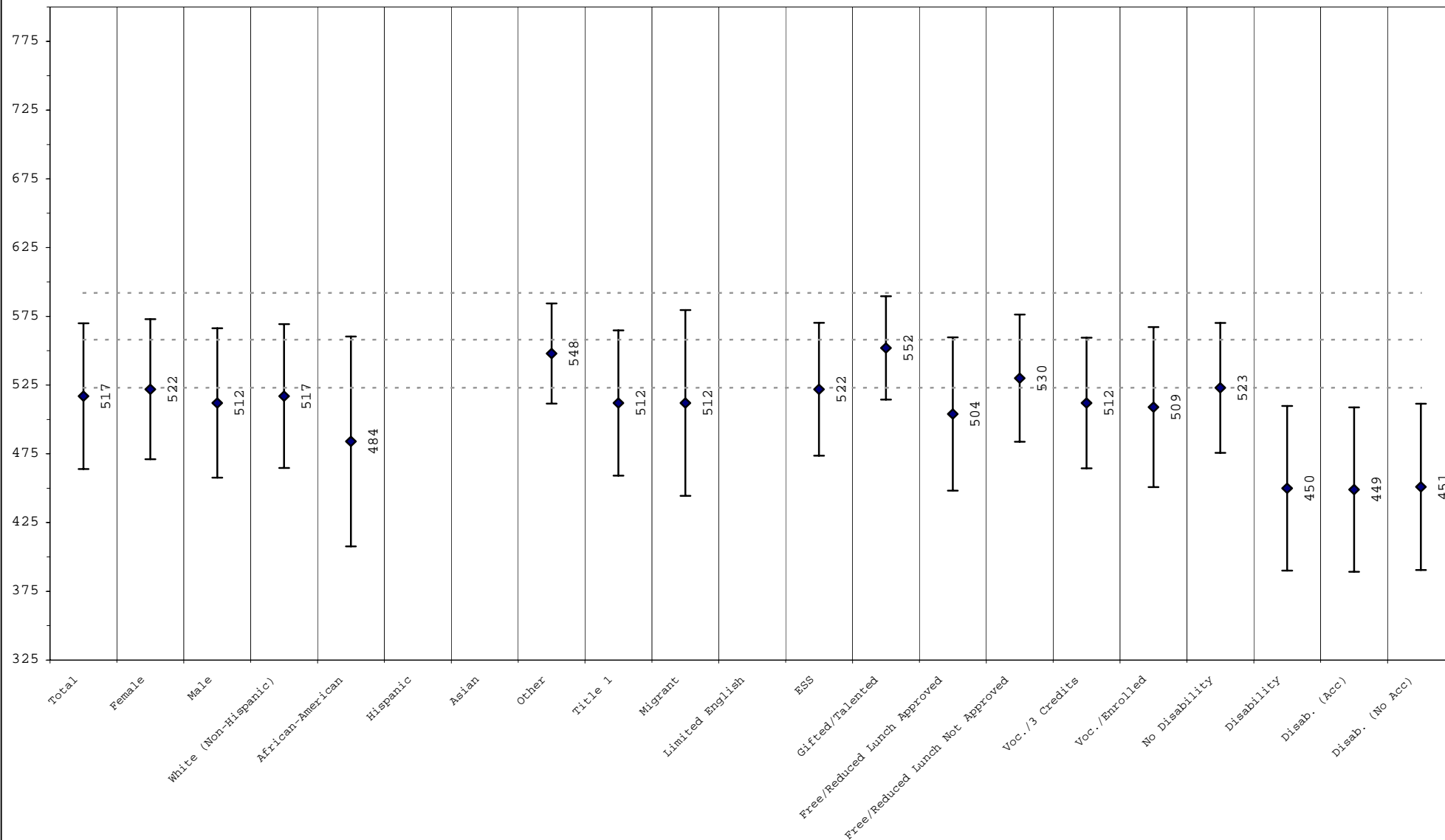


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							2,663		517 (1.0)	40,170		531 (0.3)
Gender:												
Female							1,315	49%	522 (1.4)	20,033	50%	534 (0.4)
Male							1,347	51%	512 (1.5)	20,100	50%	530 (0.4)
Gap Female vs Male									10*			4*
Ethnicity												
White (Non-Hispanic)							2,609	98%	517 (1.0)	35,552	89%	535 (0.3)
African-American							20	1%	484 (17.1)	3,339	8%	499 (1.0)
Hispanic							3			307	1%	521 (3.2)
Asian							6			324	1%	563 (3.3)
Other							13		548 (10.1)	479	1%	523 (2.5)
Gap White vs African American									33			36*
Gap White vs Hispanic												14*
Gap White vs Asian												-28*
Gap White vs Other									-31*			12*
Title I												
Participating Students							1,114	42%	512 (1.6)	4,306	11%	515 (0.8)
Not Participating							1,549	58%	520 (1.3)	35,864	89%	533 (0.3)
Gap Participating vs Non-Participating									-8*			-18*
Migrant Program												
Participating Students							11		512 (20.4)	104		504 (6.1)
Not Participating							2,652	100%	517 (1.0)	40,066	100%	532 (0.3)
Gap Participating vs Non-Participating									-5			-28*
Limited English Proficiency												
Participating Students							1			128		509 (5.3)
Not Participating							2,662	100%	517 (1.0)	40,042	100%	532 (0.3)
Gap Participating vs Non-Participating												-23*
Extended School Services												
Participating Students							482	18%	522 (2.2)	5,570	14%	528 (0.7)
Not Participating							2,181	82%	515 (1.2)	34,600	86%	532 (0.3)
Gap Participating vs Non-Participating									7*			-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 8
 Code: 908
 Grade: 11

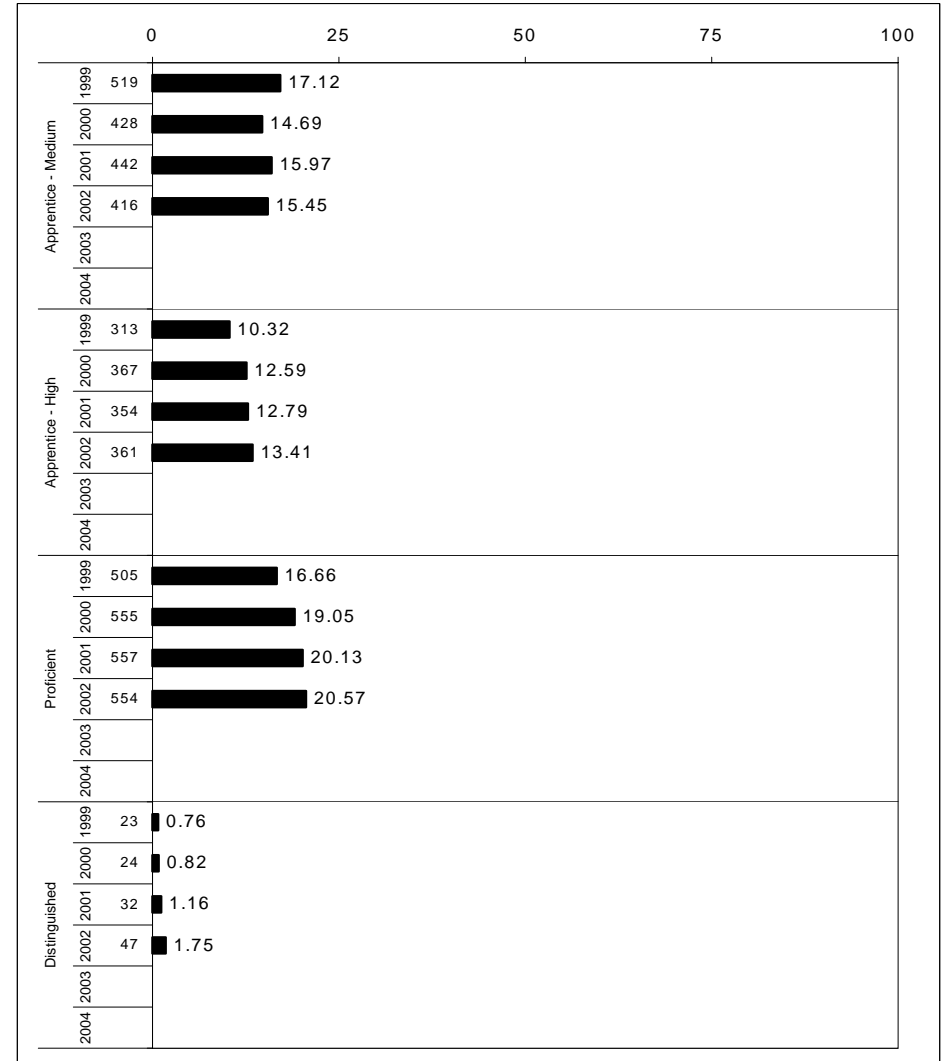
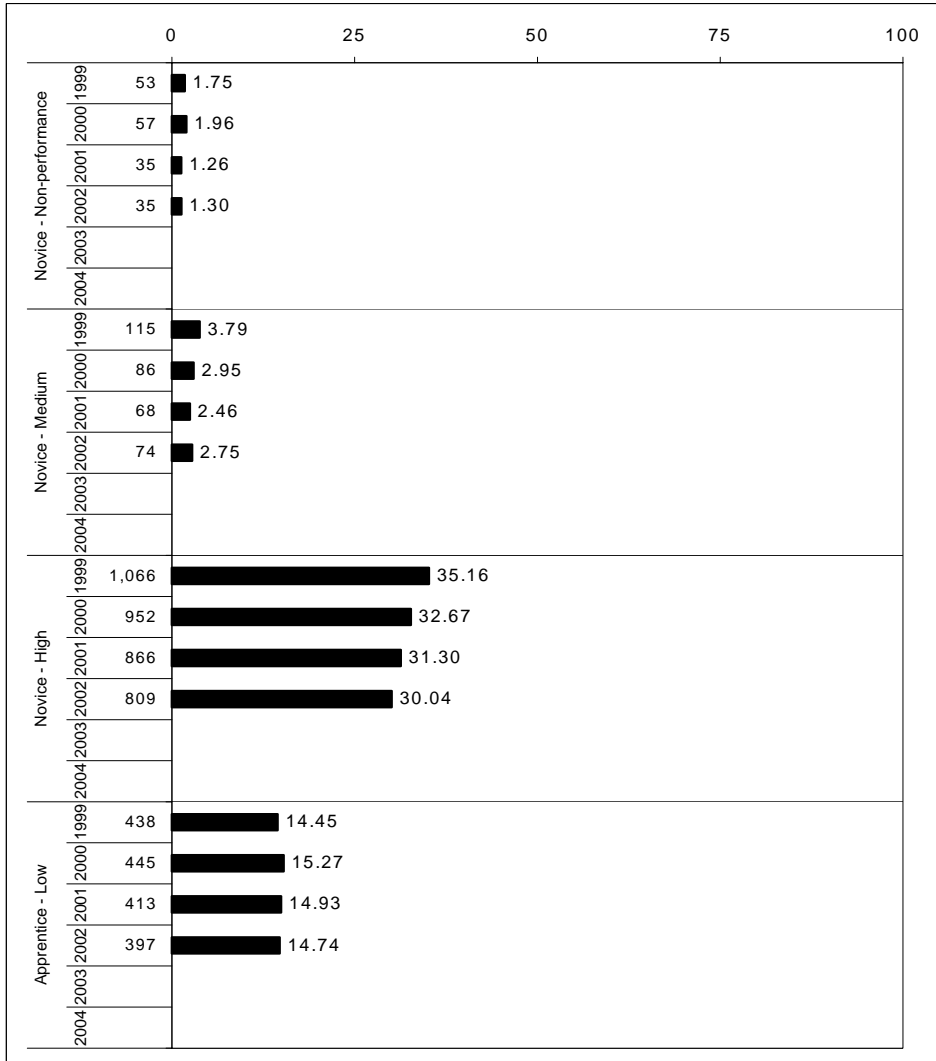
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							439	16%	552 (1.8)	6,341	16%	575 (0.5)
Not Participating							2,224	84%	510 (1.1)	33,829	84%	523 (0.3)
<i>Gap Participating vs Non-Participating</i>									42*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,397	52%	504 (1.5)	11,677	29%	509 (0.5)
Not Approved (includes not coded)							1,266	48%	530 (1.3)	28,493	71%	541 (0.3)
<i>Gap Approved vs Not Approved</i>									-26*			-32*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							914	34%	512 (1.6)	16,397	41%	528 (0.4)
Enrolled, student not concentrating							581	22%	509 (2.4)	7,622	19%	529 (0.6)
Not Vocational/Technical Education							1,168	44%	524 (1.6)	16,151	40%	536 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									12*			8*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									15*			7*
Disability Status												
Students without Disabilities (includes not coded)							2,418	91%	523 (1.0)	37,147	92%	537 (0.2)
Students with Disabilities							245	9%	450 (3.8)	3,023	8%	461 (1.1)
Tested with Accommodations							189	7%	449 (4.4)	1,866	5%	452 (1.4)
Tested without Accommodations							56	2%	451 (8.1)	1,157	3%	476 (1.9)
<i>Gap With vs Without</i>									-73*			-76*
Alternate Portfolio							30	1%		344	1%	
Exemptions (On-Demand)												
Medical							1			87		
LEP										105		
Other							13			179		

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 11

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Physical Science	56	1.5	1.6				♦					
Earth & Space Science	47	1.6	1.8				♦	♦				
Life Science	63	1.7	1.9				♦	♦				

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: REGION 8

Code: 908

Grade: 11

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE								School -State Mean	
			Percents									No. Observations	Percents								
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
1.x.x - Physical Science	13	5,723	2	30	29	27	10	2	1.2	0.0	86,195	2	25	28	29	14	4	1.4	-0.2		
1.1.x - Structure of Atoms	1	442	3	29	32	24	12	0	1.2	0.1	6,697	3	26	27	28	16	0	1.3	-0.1		
1.2.x - Matter:Structure/Property	5	2,193	2	40	28	22	7	2	1.0	0.0	32,532	2	33	28	23	10	4	1.2	-0.2		
1.3.x - Chemical Reactions	3	1,330	2	12	27	47	11	1	1.6	0.0	19,986	2	10	25	46	16	3	1.7	-0.1		
1.4.x - Motion and Force	4	1,765	2	26	29	26	15	3	1.4	0.0	26,995	2	21	27	28	18	4	1.6	-0.2		
1.5.x - Conservation of Energy ...	1	441	2	21	37	29	11	1	1.3	0.0	6,657	2	20	35	28	12	3	1.4	-0.1		
1.6.x - Matter/Energy Interactions	1	441	1	42	29	22	5	1	0.9	0.0	6,657	2	30	33	26	8	2	1.1	-0.2		
2.x.x - Earth & Space Science	12	5,283	2	27	30	29	10	2	1.3	0.0	79,694	2	23	27	31	14	3	1.4	-0.1		
2.1.x - Energy in the Earth System	6	2,639	2	24	28	33	11	2	1.3	0.0	39,668	2	20	25	35	15	3	1.5	-0.2		
2.2.x - Geochemical Cycles	1	447	2	25	30	27	12	4	1.3	0.1	6,632	2	21	26	28	18	6	1.6	-0.3		
2.3.x - Earth Formation/Changes	5	2,183	2	26	26	31	13	3	1.4	0.0	32,894	2	20	25	33	16	5	1.6	-0.2		
2.4.x - Univ.'s Formation/Changes	2	883	1	35	36	22	5	1	1.0	0.0	13,470	1	31	33	25	8	2	1.1	-0.1		
3.x.x - Life Science	16	7,040	2	21	29	31	14	3	1.5	0.0	105,837	2	17	26	32	18	5	1.6	-0.1		
3.1.x - The Cell	1	447	1	29	22	28	16	5	1.4	0.1	6,632	1	27	22	26	18	5	1.5	-0.1		
3.2.x - Behavior of Organisms	2	869	1	11	23	42	16	7	1.8	0.0	12,970	1	9	24	39	18	9	1.9	-0.1		
3.3.x - Heredity: Molecular Basis	3	1,322	3	34	31	22	8	2	1.1	0.0	20,026	3	28	32	23	11	3	1.2	-0.1		
3.4.x - Biological Change	3	1,311	2	26	37	26	8	1	1.2	0.0	19,667	2	21	35	29	12	2	1.4	-0.2		
3.5.x - Organisms Interdependence	8	3,530	2	17	27	33	17	4	1.6	0.0	53,214	2	13	23	34	22	6	1.8	-0.2		
3.6.x - Energy in Living Systems	1	442	3	19	21	33	19	5	1.6	0.1	6,813	3	18	19	31	23	7	1.8	-0.2		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Physical Science	43	22,009	49	51	0				0.48	0.00	331,637	52	48	0				0.52	-0.04		
1.1.x - Structure of Atoms	5	2,219	41	59	0				0.41	0.01	33,431	45	55	0				0.45	-0.04		
1.2.x - Matter:Structure/Property	15	8,364	50	50	0				0.50	0.01	125,889	54	46	0				0.54	-0.04		
1.3.x - Chemical Reactions	4	1,753	45	55	0				0.45	0.01	26,364	49	51	0				0.49	-0.04		
1.4.x - Motion and Force	8	3,508	52	48	0				0.52	0.01	52,945	58	42	0				0.58	-0.06		
1.5.x - Conservation of Energy ...	13	7,031	49	51	0				0.49	0.01	105,953	52	48	0				0.52	-0.03		
1.6.x - Matter/Energy Interactions	5	3,079	44	56	0				0.44	0.01	46,027	47	53	0				0.47	-0.03		
2.x.x - Earth & Space Science	35	19,347	59	41	0				0.59	0.00	290,979	63	37	0				0.63	-0.04		
2.1.x - Energy in the Earth System	13	6,163	53	47	0				0.53	0.01	93,023	58	42	0				0.58	-0.05		
2.2.x - Geochemical Cycles	4	2,618	64	36	0				0.64	0.01	38,895	68	32	0				0.68	-0.04		
2.3.x - Earth Formation/Changes	14	7,503	63	37	0				0.63	0.01	112,954	66	34	0				0.66	-0.03		
2.4.x - Univ.'s Formation/Changes	7	4,393	58	42	0				0.58	0.01	66,093	61	39	0				0.61	-0.03		
3.x.x - Life Science	47	24,662	52	48	0				0.52	0.00	371,689	56	44	0				0.56	-0.04		
3.1.x - The Cell	15	7,055	45	55	0				0.45	0.01	106,751	46	54	0				0.46	-0.01		
3.2.x - Behavior of Organisms	3	1,330	49	51	0				0.49	0.01	20,102	50	50	0				0.50	-0.01		
3.3.x - Heredity: Molecular Basis	9	4,398	45	55	0				0.45	0.01	66,028	50	50	0				0.50	-0.05		
3.4.x - Biological Change	11	6,170	52	48	0				0.51	0.01	92,943	57	43	0				0.57	-0.06		
3.5.x - Organisms Interdependence	12	6,601	59	41	0				0.59	0.01	99,593	63	37	0				0.63	-0.04		
3.6.x - Energy in Living Systems	7	3,960	49	51	0				0.49	0.01	59,396	52	48	0				0.52	-0.03		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 11

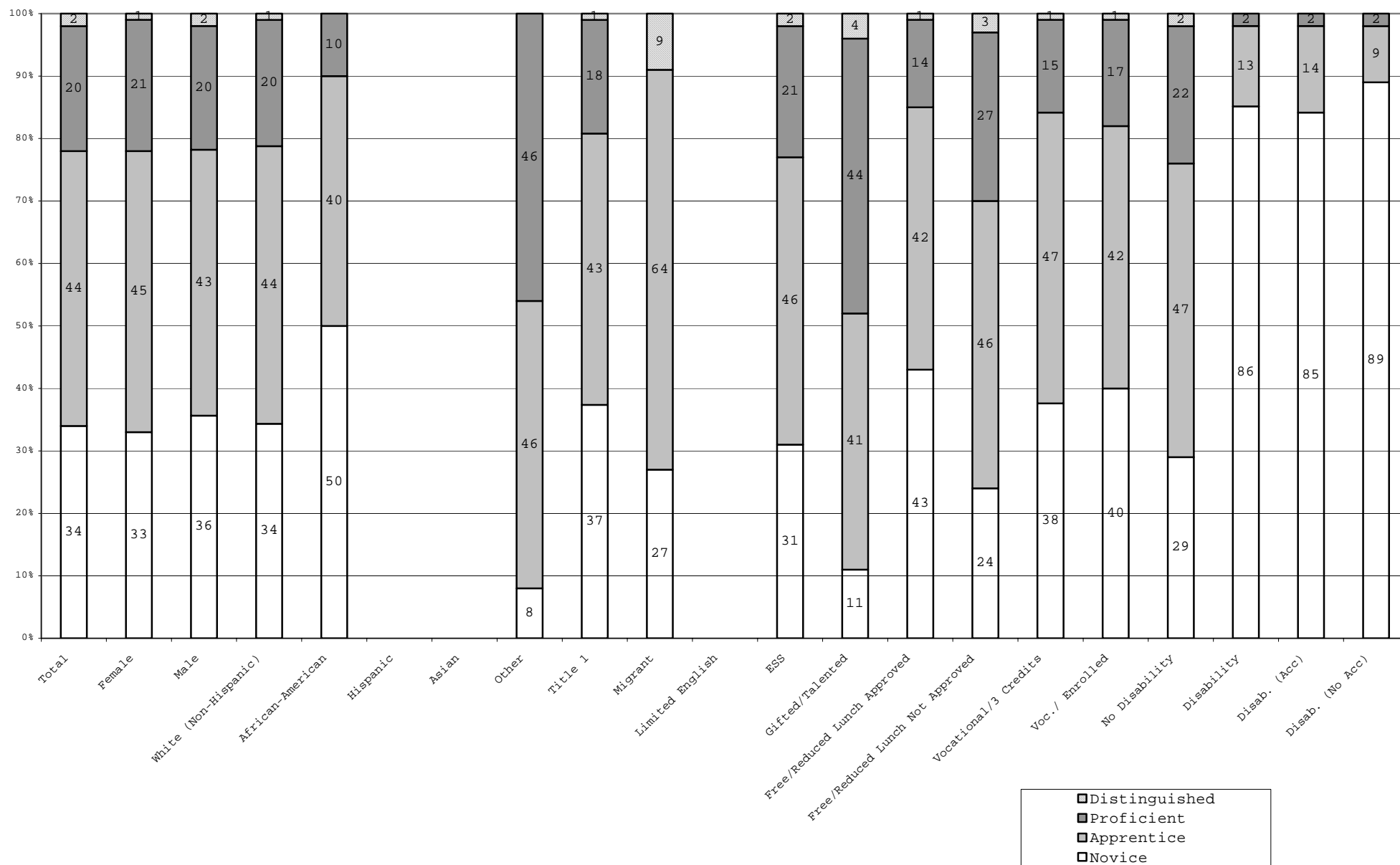
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the science questions tested things you learned in school	93	3%	(4%)	1,130	42%	(45%)	1,176	44%	(41%)	223	8%	(8%)	41	2%	(2%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	156	6%	(6%)	691	26%	(28%)	1,607	60%	(58%)	173	6%	(7%)	36	1%	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	52	2%	(2%)	209	8%	(8%)	522	20%	(25%)	1,843	69%	(63%)	37	1%	(2%)
In your class, how often do you do the following:															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
39 read from a textbook	150	6%	(8%)	447	17%	(19%)	409	15%	(17%)	786	30%	(29%)	833	31%	(26%)
40 read about science in magazines or books other than a textbook	646	24%	(29%)	883	33%	(34%)	579	22%	(19%)	362	14%	(11%)	154	6%	(5%)
41 work on worksheets	125	5%	(4%)	329	12%	(10%)	471	18%	(14%)	914	34%	(33%)	787	30%	(38%)
42 work with other students in pairs, small groups or teams	253	10%	(7%)	769	29%	(23%)	610	23%	(25%)	669	25%	(29%)	323	12%	(15%)
43 watch your teacher do a science demonstration	381	14%	(11%)	840	32%	(31%)	593	22%	(25%)	543	20%	(21%)	272	10%	(10%)
44 watch a video	556	21%	(13%)	1,349	51%	(50%)	406	15%	(21%)	232	9%	(10%)	80	3%	(4%)
45 use equipment like microscopes, computers and beakers in your investigations	497	19%	(13%)	1,117	42%	(38%)	542	20%	(23%)	334	13%	(18%)	139	5%	(7%)
46 design and conduct scientific investigations about things in which you are interested	858	32%	(31%)	929	35%	(35%)	427	16%	(17%)	292	11%	(11%)	114	4%	(4%)
47 design and conduct scientific investigations about things your teacher wants you to study	504	19%	(16%)	981	37%	(34%)	580	22%	(23%)	396	15%	(18%)	163	6%	(8%)
48 communicate (e.g.,draw,graph,write) about the design, procedures and results of your investigations	426	16%	(13%)	931	35%	(32%)	601	23%	(25%)	447	17%	(19%)	214	8%	(9%)
49 review and analyze your investigations and those of your friends	601	23%	(20%)	845	32%	(31%)	527	20%	(22%)	418	16%	(17%)	237	9%	(8%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 11

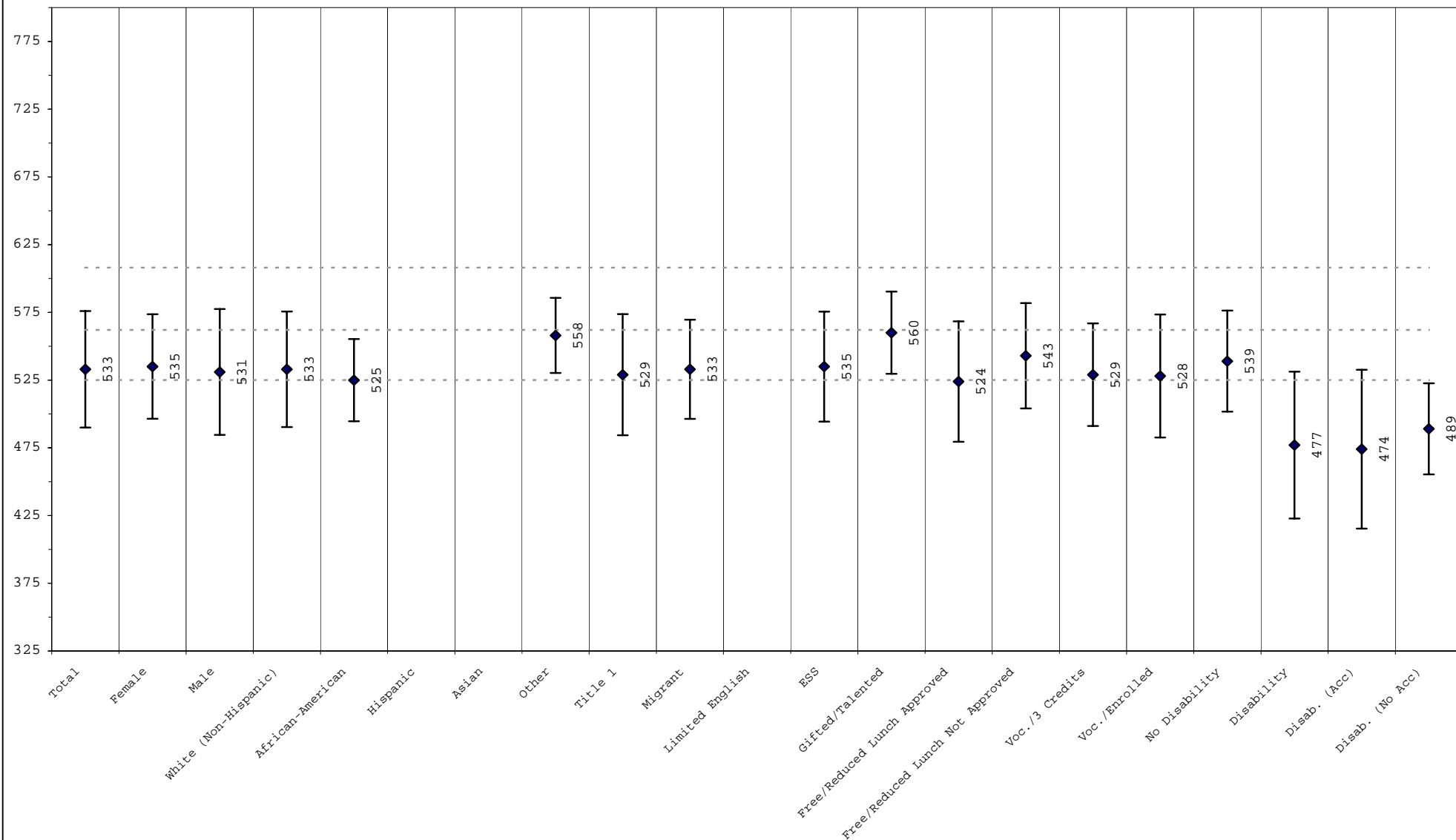


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							2,663		533 (0.8)	40,170		542 (0.2)
Gender:												
Female							1,315	49%	535 (1.1)	20,033	50%	541 (0.3)
Male							1,347	51%	531 (1.3)	20,100	50%	543 (0.3)
Gap Female vs Male									4*			-2*
Ethnicity												
White (Non-Hispanic)							2,609	98%	533 (0.8)	35,552	89%	545 (0.2)
African-American							20	1%	525 (6.8)	3,339	8%	513 (0.9)
Hispanic							3			307	1%	533 (2.8)
Asian							6			324	1%	557 (2.4)
Other							13		558 (7.7)	479	1%	536 (2.3)
Gap White vs African American									8			32*
Gap White vs Hispanic												12*
Gap White vs Asian												-12*
Gap White vs Other									-25*			9*
Title I												
Participating Students							1,114	42%	529 (1.3)	4,306	11%	529 (0.7)
Not Participating							1,549	58%	536 (1.1)	35,864	89%	543 (0.2)
Gap Participating vs Non-Participating									-7*			-14*
Migrant Program												
Participating Students							11		533 (11.0)	104		527 (4.7)
Not Participating							2,652	100%	533 (0.8)	40,066	100%	542 (0.2)
Gap Participating vs Non-Participating												-15*
Limited English Proficiency												
Participating Students							1			128		506 (4.7)
Not Participating							2,662	100%	533 (0.8)	40,042	100%	542 (0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students							482	18%	535 (1.8)	5,570	14%	540 (0.5)
Not Participating							2,181	82%	533 (0.9)	34,600	86%	542 (0.2)
Gap Participating vs Non-Participating									2			-2*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 8
 Code: 908
 Grade: 11

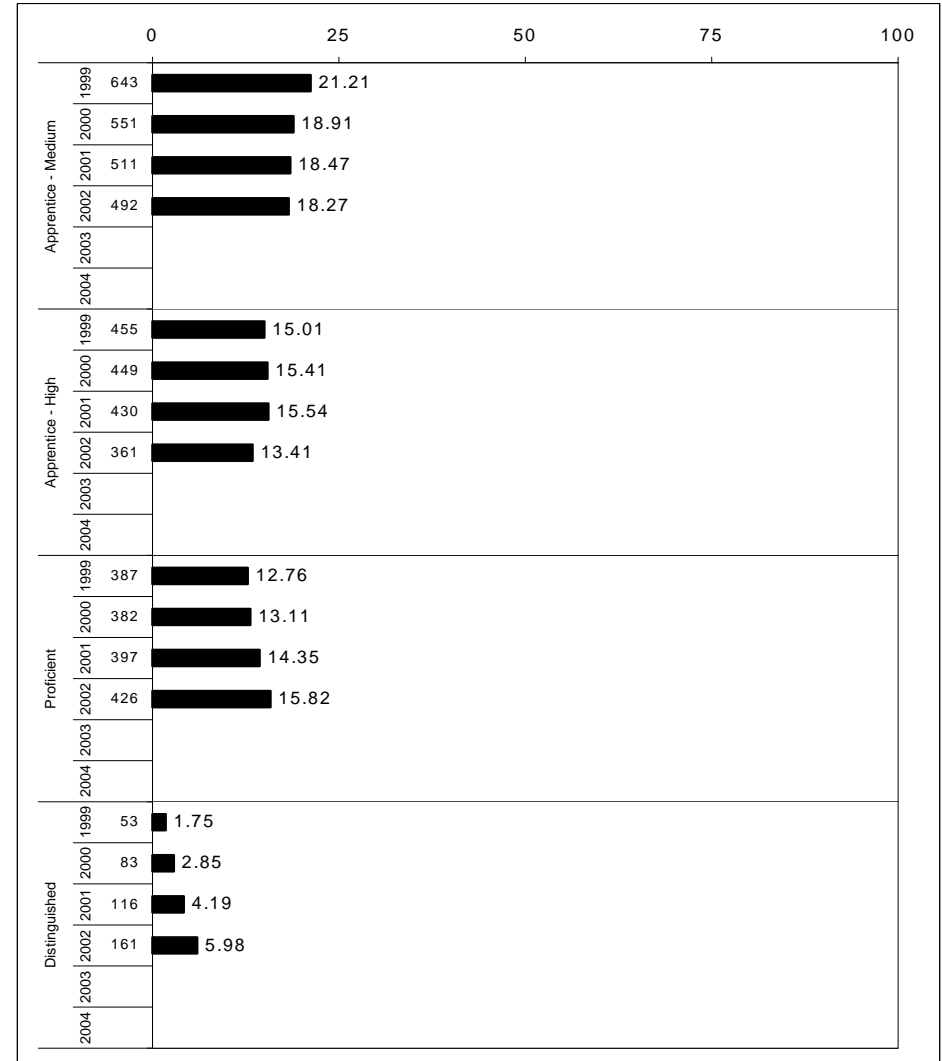
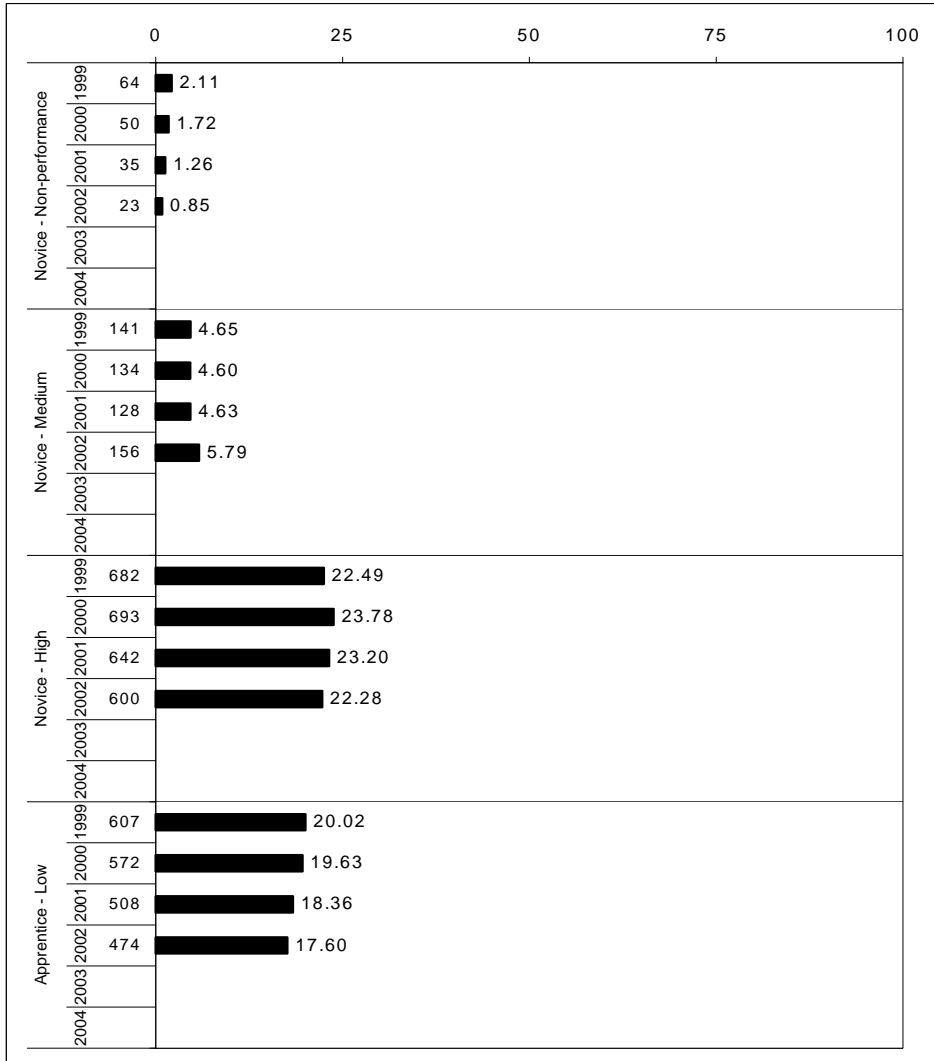
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							439	16%	560 (1.5)	6,341	16%	575 (0.4)
Not Participating							2,224	84%	528 (0.9)	33,829	84%	536 (0.2)
<i>Gap Participating vs Non-Participating</i>									32*			39*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,397	52%	524 (1.2)	11,677	29%	525 (0.4)
Not Approved (includes not coded)							1,266	48%	543 (1.1)	28,493	71%	549 (0.2)
<i>Gap Approved vs Not Approved</i>									-19*			-24*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							914	34%	529 (1.3)	16,397	41%	539 (0.3)
Enrolled, student not concentrating							581	22%	528 (1.9)	7,622	19%	541 (0.5)
Not Vocational/Technical Education							1,168	44%	539 (1.3)	16,151	40%	545 (0.4)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									10*			6*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									11*			4*
Disability Status												
Students without Disabilities (includes not coded)							2,418	91%	539 (0.8)	37,147	92%	546 (0.2)
Students with Disabilities							245	9%	477 (3.5)	3,023	8%	492 (1.0)
Tested with Accommodations							189	7%	474 (4.3)	1,866	5%	485 (1.2)
Tested without Accommodations							56	2%	489 (4.5)	1,157	3%	503 (1.6)
<i>Gap With vs Without</i>									-62*			-54*
Alternate Portfolio							30	1%		344	1%	
Exemptions (On-Demand)												
Medical							1			87		
LEP										105		
Other							13			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 11

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Government & Civics	35	2.0	2.1					♦				
Culture & Society	24	2.2	2.4						♦			
Economics	29	2.1	2.3					♦				
Geography	33	2.1	2.3					♦				
History	66	2.0	2.2					♦				

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 11

OPEN RESPONSE	No. Items	REGION										STATE										School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean		
			B	0	1	2	3	4	B				0	1	2	3	4					
1.x.x - Government & Civics	8	3,529	1	9	29	39	19	3	1.8	0.0	53,058	1	8	23	40	24	4	1.9	-0.1			
1.1.x - People Form Governments	4	1,751	2	10	28	38	19	4	1.8	0.0	26,284	1	8	23	39	24	5	1.9	-0.1			
1.2.x - Limited and Shared Power	0	0									0											
1.3.x - Citizen:Rights/Responsib.	5	2,208	1	10	29	39	18	3	1.7	0.0	33,072	1	8	22	40	24	5	1.9	-0.2			
2.x.x - Culture & Society	6	2,632	1	8	24	40	22	3	1.9	0.0	39,395	1	5	19	42	27	6	2.1	-0.2			
2.1.x - Culture is a System	2	871	2	10	24	38	21	4	1.8	0.0	12,955	1	6	20	41	26	6	2.0	-0.2			
2.2.x - Cultures Address Needs	0	0									0											
2.3.x - Social Institutions	1	447	1	6	19	46	24	4	2.0	0.0	6,632	1	3	16	45	27	7	2.2	-0.2			
2.4.x - Social Interactions	3	1,314	2	8	26	39	22	3	1.8	0.0	19,808	1	5	20	41	27	5	2.0	-0.2			
3.x.x - Economics	7	3,081	1	7	21	41	24	5	2.0	0.0	46,481	1	6	17	41	29	6	2.1	-0.1			
3.1.x - Economic Problem:Scarcity	3	1,311	2	12	23	36	23	5	1.8	0.0	19,783	2	10	19	38	26	5	1.9	-0.1			
3.2.x - Economic Sys./Institutions	0	0									0											
3.3.x - Market/Goods/Services	3	1,326	1	4	22	42	25	5	2.0	0.0	20,207	1	4	18	41	29	7	2.1	-0.1			
3.4.x - Produce/Distribute/Consume	2	886	1	5	17	45	27	5	2.1	0.0	13,304	1	4	12	42	34	7	2.3	-0.2			
4.x.x - Geography	7	3,080	1	7	26	43	20	3	1.8	0.0	46,441	1	5	21	42	26	5	2.0	-0.2			
4.1.x - Earth's Surface Patterns	1	447	1	3	28	43	23	2	1.9	0.0	6,632	1	3	21	42	29	5	2.1	-0.2			
4.2.x - Human/Phys. Char./Regions	2	871	2	4	32	45	16	1	1.8	0.0	12,955	1	3	24	45	22	4	2.0	-0.2			
4.3.x - Humans/Move ... Interact	3	1,328	2	9	27	39	20	4	1.8	0.0	20,117	2	7	22	39	26	5	2.0	-0.2			
4.4.x - Human/Environ. Interaction	2	881	1	5	18	48	23	5	2.0	0.0	13,369	1	3	15	45	29	7	2.2	-0.2			
5.x.x - History	15	6,595	1	10	30	36	19	4	1.7	0.0	99,306	2	8	24	39	23	5	1.9	-0.2			
5.1.x - History/Interpretive	6	2,643	1	9	29	35	21	4	1.8	0.0	39,870	2	7	23	38	25	6	2.0	-0.2			
5.2.x - History of United States	9	3,965	1	10	31	36	18	4	1.7	0.0	60,107	2	8	25	38	23	5	1.9	-0.2			
5.3.x - World History	3	1,313	2	13	30	37	15	3	1.6	0.0	19,768	2	9	26	39	20	4	1.8	-0.2			



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 11

	No.	REGION						STATE						School -State
		No.	Percents				Std.	No.	Percents					
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult			
MULTIPLE CHOICE														
1.x.x - Government & Civics	27	14,518	62	38	0	0.62	0.00	218,497	66	34	0	0.66	-0.04	
1.1.x - People Form Governments	19	10,112	63	37	0	0.63	0.00	151,733	67	33	0	0.67	-0.04	
1.2.x - Limited and Shared Power	5	2,639	59	41	0	0.59	0.01	40,091	63	37	0	0.63	-0.04	
1.3.x - Citizen:Rights/Responsib.	5	3,094	69	31	0	0.68	0.01	46,634	71	29	0	0.71	-0.03	
2.x.x - Culture & Society	18	8,827	67	33	0	0.67	0.00	133,292	74	26	0	0.74	-0.07	
2.1.x - Culture is a System	4	1,773	72	28	0	0.71	0.01	27,071	78	22	0	0.78	-0.07	
2.2.x - Cultures Address Needs	5	3,086	72	28	0	0.72	0.01	46,607	78	22	0	0.78	-0.06	
2.3.x - Social Institutions	2	872	68	32	0	0.68	0.01	12,995	75	25	0	0.75	-0.07	
2.4.x - Social Interactions	7	3,096	60	40	0	0.60	0.01	46,619	67	33	0	0.67	-0.07	
3.x.x - Economics	22	11,434	64	36	0	0.64	0.00	171,875	69	31	0	0.69	-0.05	
3.1.x - Economic Problem:Scarcity	2	889	52	48	0	0.52	0.02	13,329	58	42	0	0.57	-0.05	
3.2.x - Economic Sys./Institutions	9	5,268	64	36	0	0.64	0.01	78,943	69	31	0	0.69	-0.05	
3.3.x - Market/Goods/Services	6	2,634	66	34	0	0.66	0.01	39,189	72	28	0	0.72	-0.06	
3.4.x - Produce/Distribute/Consume	6	3,090	65	35	0	0.65	0.01	47,046	72	28	0	0.72	-0.07	
4.x.x - Geography	26	14,081	66	34	0	0.66	0.00	212,395	71	29	0	0.71	-0.05	
4.1.x - Earth's Surface Patterns	5	3,088	67	33	0	0.67	0.01	46,285	71	29	0	0.71	-0.04	
4.2.x - Human/Phys. Char./Regions	9	3,962	57	43	0	0.57	0.01	59,871	64	36	0	0.64	-0.07	
4.3.x - Humans/Move ... Interact	5	2,642	58	42	0	0.58	0.01	39,809	65	35	0	0.65	-0.07	
4.4.x - Human/Environ. Interaction	11	6,161	73	27	0	0.73	0.01	93,113	75	25	0	0.75	-0.02	
5.x.x - History	51	25,534	60	40	0	0.60	0.00	384,514	66	34	0	0.66	-0.06	
5.1.x - History/Interpretive	7	4,414	62	38	0	0.62	0.01	66,629	68	32	0	0.68	-0.06	
5.2.x - History of United States	31	15,406	60	40	0	0.60	0.00	232,562	66	34	0	0.66	-0.06	
5.3.x - World History	19	9,676	58	42	0	0.58	0.00	145,385	66	35	0	0.65	-0.07	



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	58	2%	(2%)	795	30%	(28%)	1,391	52%	(53%)	380	14%	(15%)	39	1%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	72	3%	(3%)	407	15%	(14%)	1,733	65%	(64%)	411	15%	(16%)	40	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	51	2%	(2%)	145	5%	(7%)	484	18%	(23%)	1,937	73%	(66%)	46	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	141	5%	(4%)	402	15%	(14%)	334	13%	(14%)	780	29%	(30%)	967	36%	(36%)
40 do you work on worksheets	101	4%	(6%)	406	15%	(14%)	500	19%	(18%)	927	35%	(35%)	692	26%	(26%)
41 do you use materials other than a textbook or worksheets	389	15%	(12%)	702	26%	(27%)	634	24%	(25%)	555	21%	(22%)	345	13%	(12%)
42 do you work with other students in pairs, small groups or teams	322	12%	(11%)	977	37%	(33%)	598	22%	(24%)	490	18%	(21%)	236	9%	(8%)
43 do you discuss current issues and topics	112	4%	(5%)	327	12%	(14%)	414	16%	(18%)	723	27%	(27%)	1,050	39%	(34%)
44 do you watch a video or television program	238	9%	(6%)	1,234	46%	(41%)	582	22%	(26%)	341	13%	(16%)	227	9%	(7%)
45 is instruction organized around essential questions	224	8%	(8%)	479	18%	(19%)	560	21%	(21%)	726	27%	(28%)	625	23%	(22%)
46 does your teacher give you a scoring guide for an assignment before you begin the assignment	734	28%	(25%)	809	30%	(31%)	366	14%	(15%)	379	14%	(14%)	334	13%	(12%)
47 do you answer open-response items	204	8%	(10%)	1,027	39%	(45%)	638	24%	(23%)	506	19%	(14%)	253	10%	(6%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

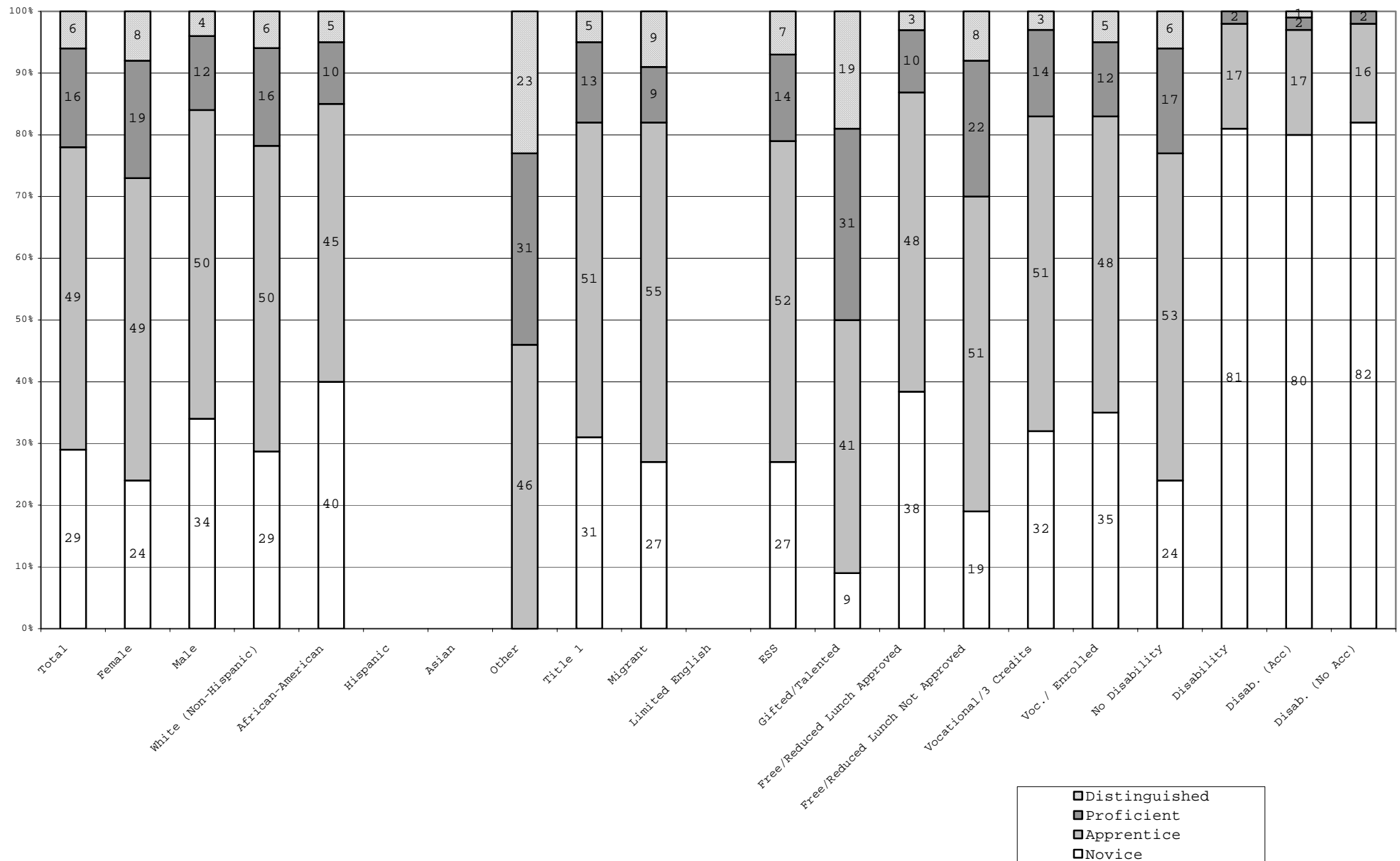
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 11

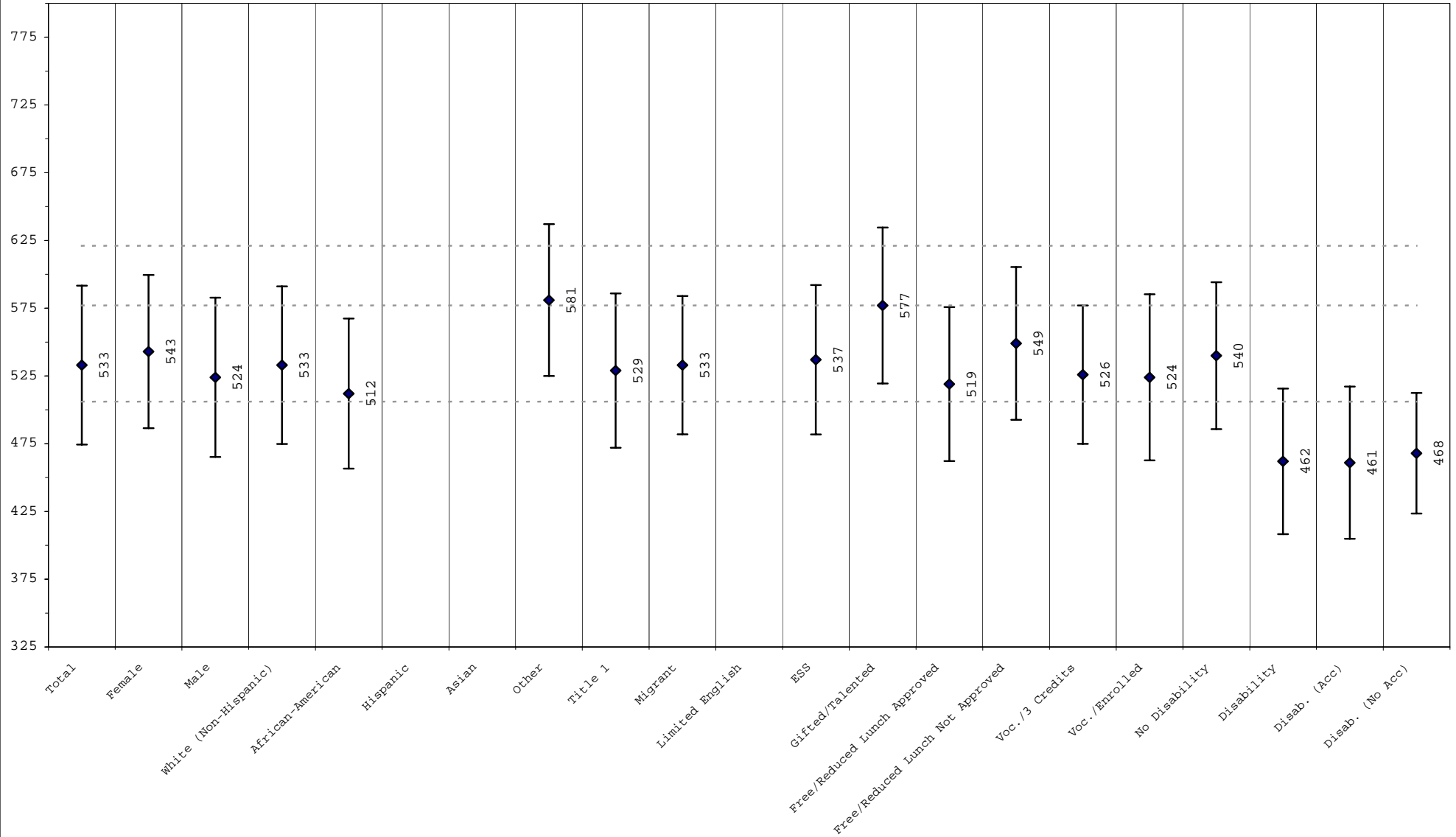


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							2,663		533 (1.1)	40,170		547 (0.3)
Gender:												
Female							1,315	49%	543 (1.6)	20,033	50%	554 (0.4)
Male							1,347	51%	524 (1.6)	20,100	50%	541 (0.4)
Gap Female vs Male									19*			13*
Ethnicity												
White (Non-Hispanic)							2,609	98%	533 (1.1)	35,552	89%	550 (0.3)
African-American							20	1%	512 (12.4)	3,339	8%	518 (1.1)
Hispanic							3			307	1%	538 (3.8)
Asian							6			324	1%	575 (3.7)
Other							13		581 (15.5)	479	1%	542 (3.0)
Gap White vs African American									21			32*
Gap White vs Hispanic												12*
Gap White vs Asian												-25*
Gap White vs Other									-48*			8*
Title I												
Participating Students							1,114	42%	529 (1.7)	4,306	11%	529 (0.9)
Not Participating							1,549	58%	536 (1.5)	35,864	89%	549 (0.3)
Gap Participating vs Non-Participating									-7*			-20*
Migrant Program												
Participating Students							11		533 (15.4)	104		517 (5.7)
Not Participating							2,652	100%	533 (1.1)	40,066	100%	547 (0.3)
Gap Participating vs Non-Participating												-30*
Limited English Proficiency												
Participating Students							1			128		506 (5.4)
Not Participating							2,662	100%	533 (1.1)	40,042	100%	547 (0.3)
Gap Participating vs Non-Participating												-41*
Extended School Services												
Participating Students							482	18%	537 (2.5)	5,570	14%	544 (0.8)
Not Participating							2,181	82%	532 (1.3)	34,600	86%	548 (0.3)
Gap Participating vs Non-Participating									5			-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 8
 Code: 908
 Grade: 11

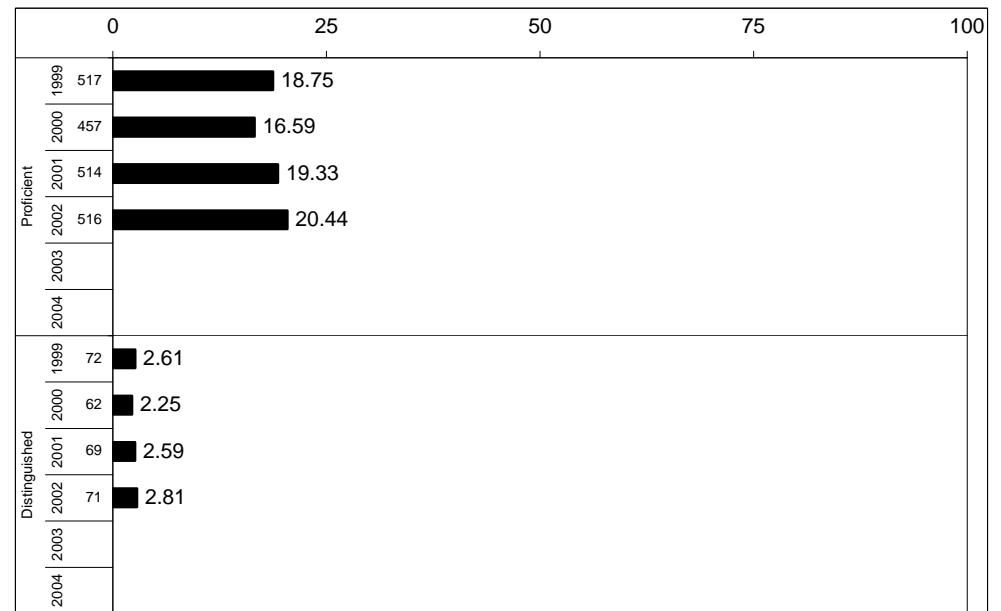
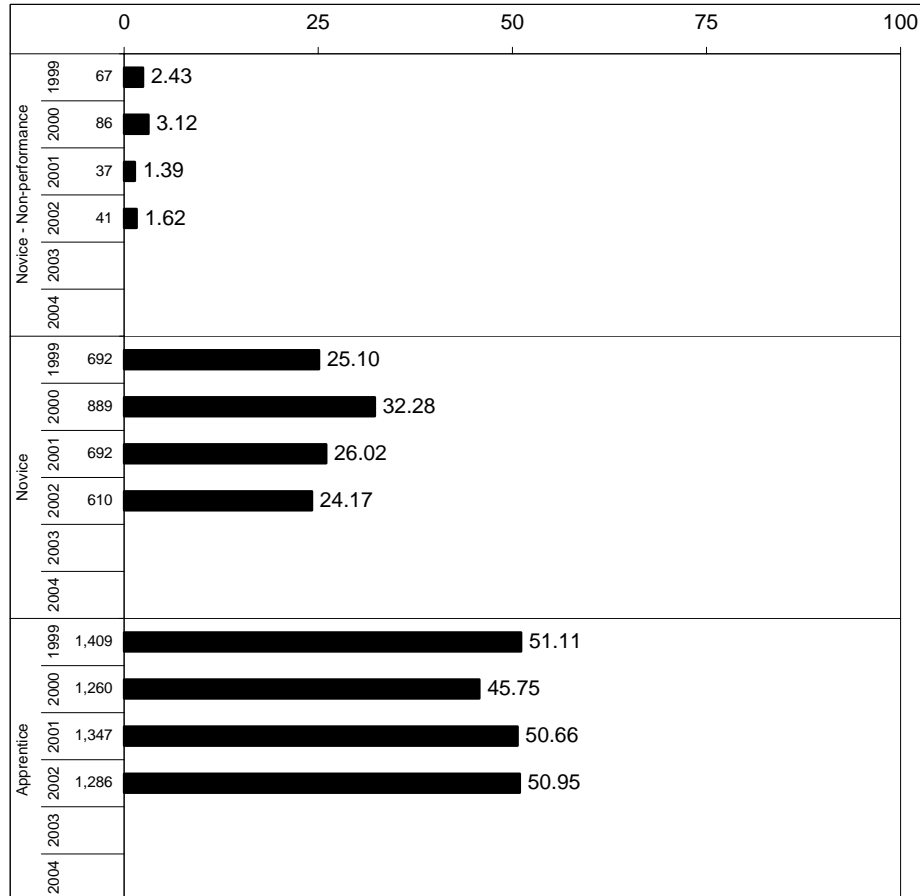
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							439	16%	577 (2.7)	6,341	16%	599 (0.6)
Not Participating							2,224	84%	525 (1.2)	33,829	84%	538 (0.3)
<i>Gap Participating vs Non-Participating</i>									52*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,397	52%	519 (1.5)	11,677	29%	521 (0.5)
Not Approved (includes not coded)							1,266	48%	549 (1.6)	28,493	71%	558 (0.3)
<i>Gap Approved vs Not Approved</i>									-30*			-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							914	34%	526 (1.7)	16,397	41%	542 (0.4)
Enrolled, student not concentrating							581	22%	524 (2.5)	7,622	19%	544 (0.7)
Not Vocational/Technical Education							1,168	44%	543 (1.8)	16,151	40%	553 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									17*			11*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									19*			9*
Disability Status												
Students without Disabilities (includes not coded)							2,418	91%	540 (1.1)	37,147	92%	553 (0.3)
Students with Disabilities							245	9%	462 (3.4)	3,023	8%	474 (1.0)
Tested with Accommodations							189	7%	461 (4.1)	1,866	5%	465 (1.2)
Tested without Accommodations							56	2%	468 (5.9)	1,157	3%	489 (1.7)
<i>Gap With vs Without</i>									-78*			-79*
Alternate Portfolio							30	1%		344	1%	
Exemptions (On-Demand)												
Medical							1			87		
LEP										105		
Other							13			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

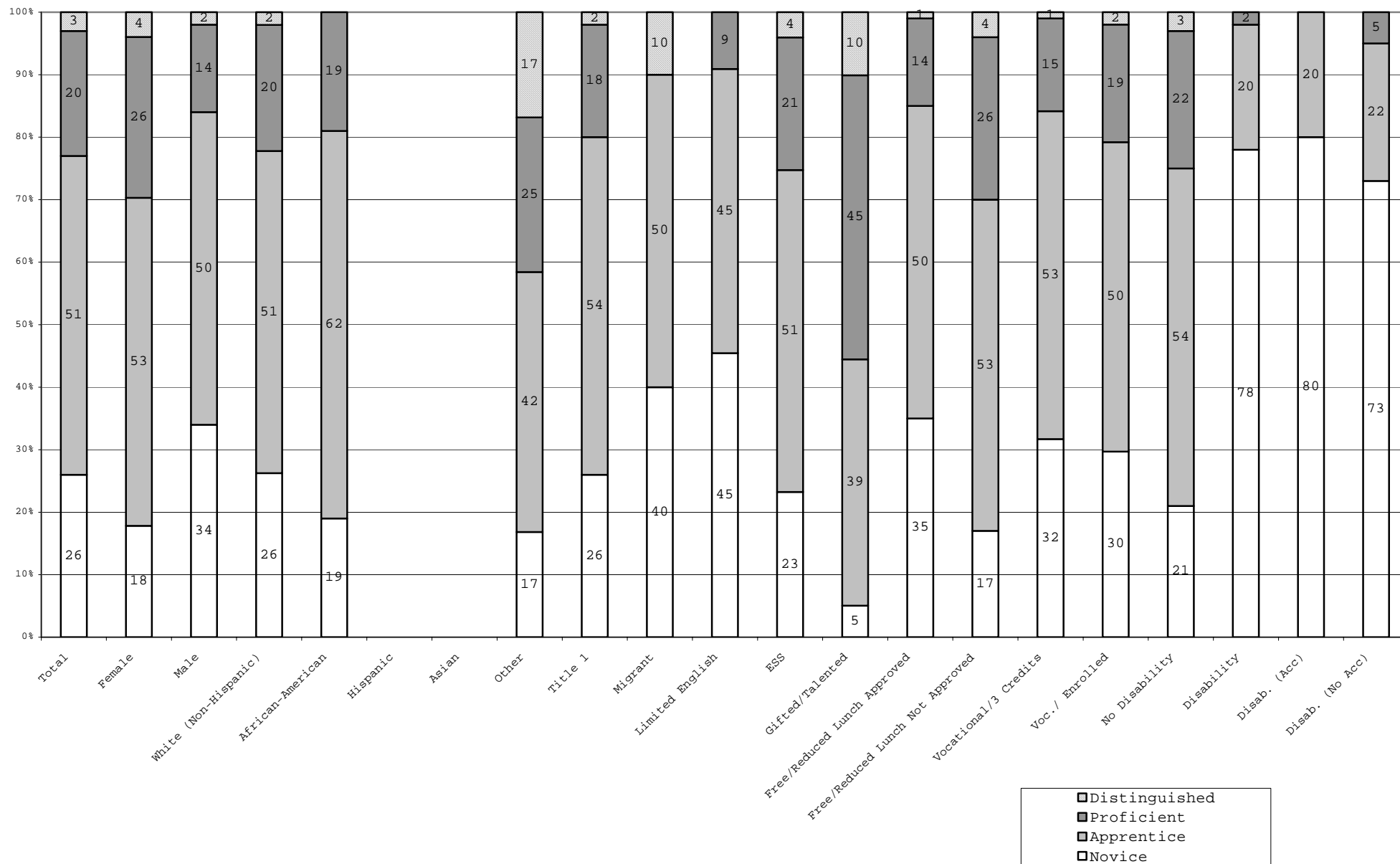
District: REGION 8
 Code: 908
 Grade: 12



Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: REGION 8
 Code: 908
 Grade: 12

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					2,494		37,087	
Gender:								
Female					1,262	51	18,966	51
Male					1,231	49	18,059	49
Ethnicity								
White (Non-Hispanic)					2,441	98	32,618	88
African-American					26	1	3,222	9
Hispanic					5		279	1
Asian					4		346	1
Other					12		436	1
Title I					1,038	42	3,832	10
Migrant Program					10		62	
Limited English Proficiency					11		182	
Extended School Services					344	14	4,070	11
Gifted and Talented Program					385	15	5,481	15
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					1,203	48	9,480	26
Not Approved (includes not coded)					1,291	52	27,607	74
Vocational/Technical Education								
Plans to/completed 3 credits in career area					1,065	43	15,947	43
Enrolled, student not concentrating					520	21	7,434	20
Disability Status								
Students without Disabilities (includes not coded)					2,279	91	34,788	94
Students with Disabilities					215	9	2,299	6
Tested with Accommodations					137	5	1,262	3
Tested without Accommodations					78	3	1,037	3
Alternate Portfolio					30	1%	344	1%
Exemptions (Portfolio)								
Medical					2		17	
LEP							47	
Other					42		336	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.

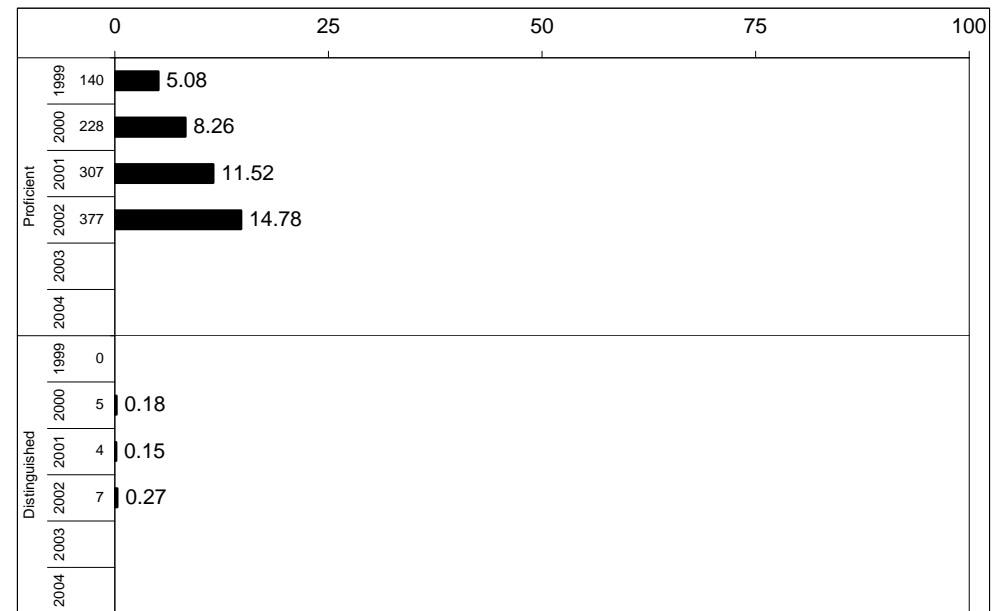
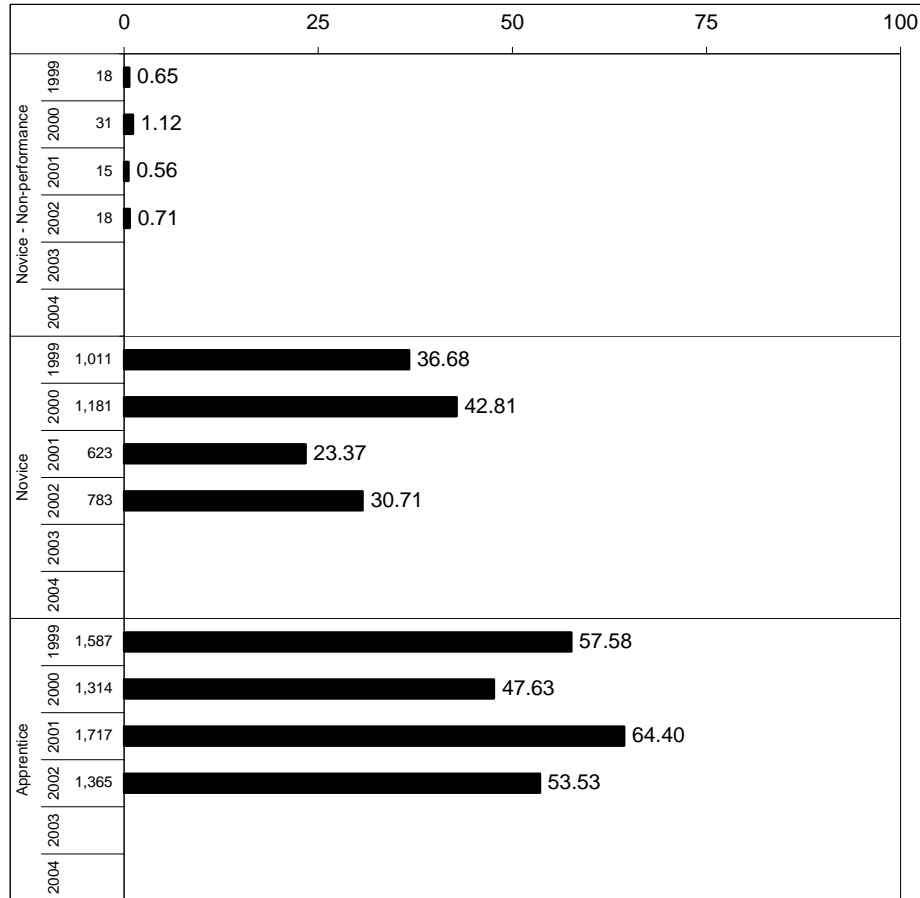


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

District: REGION 8

Code: 908

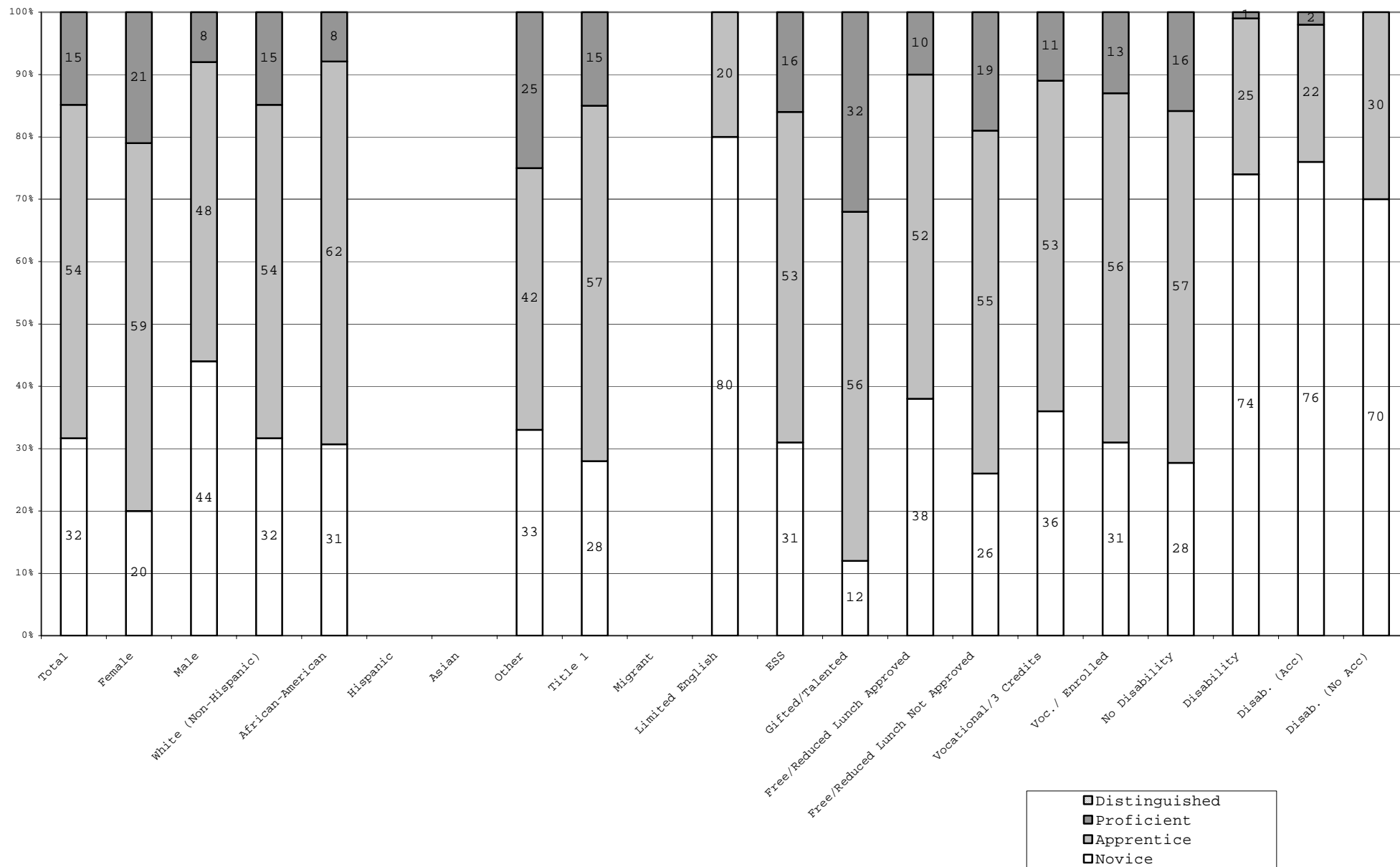
Grade: 12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: REGION 8
 Code: 908
 Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: REGION 8
 Code: 908
 Grade: 12

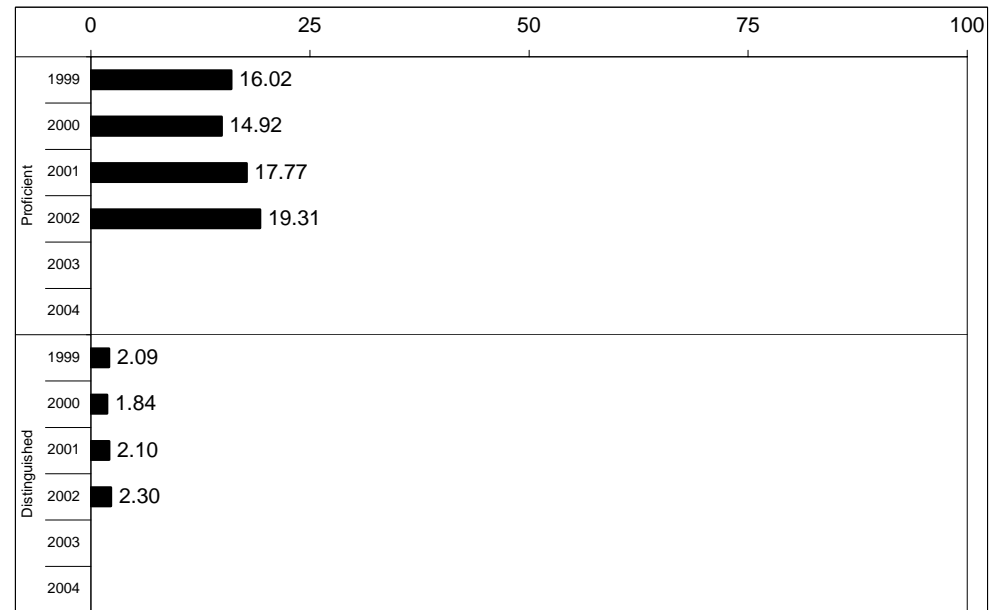
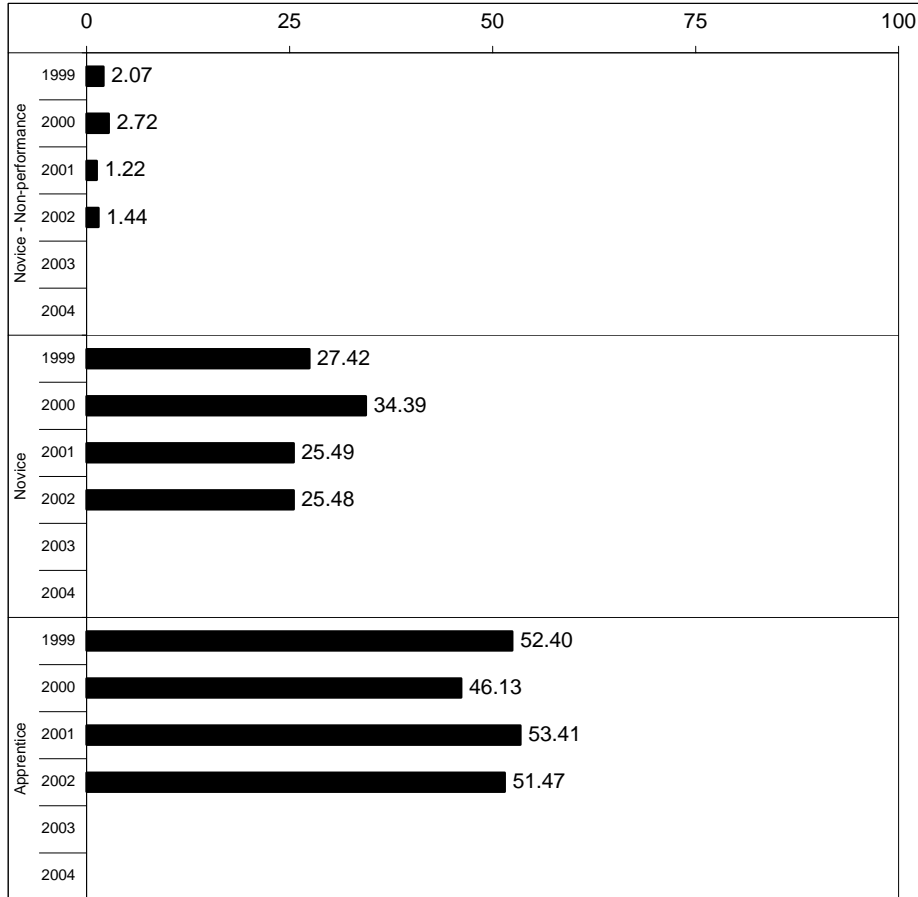
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					2,520		36,950	
Gender:								
Female					1,271	50%	18,869	51%
Male					1,247	49%	18,028	49%
Ethnicity								
White (Non-Hispanic)					2,467	98%	32,540	88%
African-American					26	1%	3,174	9%
Hispanic					6		278	1%
Asian					4		347	1%
Other					12		440	1%
Title I					1,047	42%	3,798	10%
Migrant Program					9		63	
Limited English Proficiency					10		166	
Extended School Services					346	14%	4,063	11%
Gifted and Talented Program					386	15%	5,486	15%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					1,218	48%	9,522	26%
Not Approved (includes not coded)					1,302	52%	27,428	74%
Vocational/Technical Education								
Plans to/completed 3 credits in career area					1,079	43%	15,918	43%
Enrolled, student not concentrating					525	21%	7,454	20%
Disability Status								
Students without Disabilities (includes not coded)					2,300	91%	34,638	94%
Students with Disabilities					220	9%	2,312	6%
Tested with Accommodations					141	6%	1,277	3%
Tested without Accommodations					79	3%	1,035	3%
Alternate Portfolio					30	1%	344	1%
Exemptions (On-Demand)								
Medical					4		42	
LEP							58	
Other					27		161	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: REGION 8
 Code: 908
 Grade: 12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 12

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		18	1%	(1%)	128	5%	(5%)	1,785	71%	(69%)	434	17%	(18%)	155	6%	(8%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		15	1%	(1%)	111	4%	(5%)	532	21%	(24%)	1,710	68%	(62%)	152	6%	(8%)
		<u>Sometimes but Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (e.g., letter, article, editorial, speech) asked for on the On-Demand section of this test		69	3%	(5%)	1,243	49%	(58%)	454	18%	(16%)	477	19%	(11%)	130	5%	(3%)
		<u>Never</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		2,145	85%	(81%)	223	9%	(10%)	152	6%	(8%)						

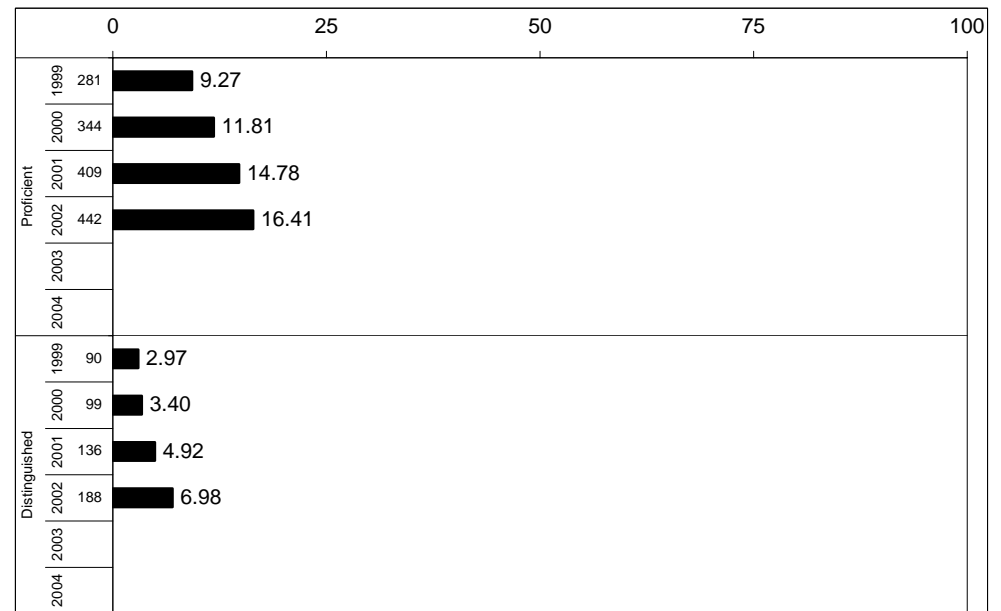
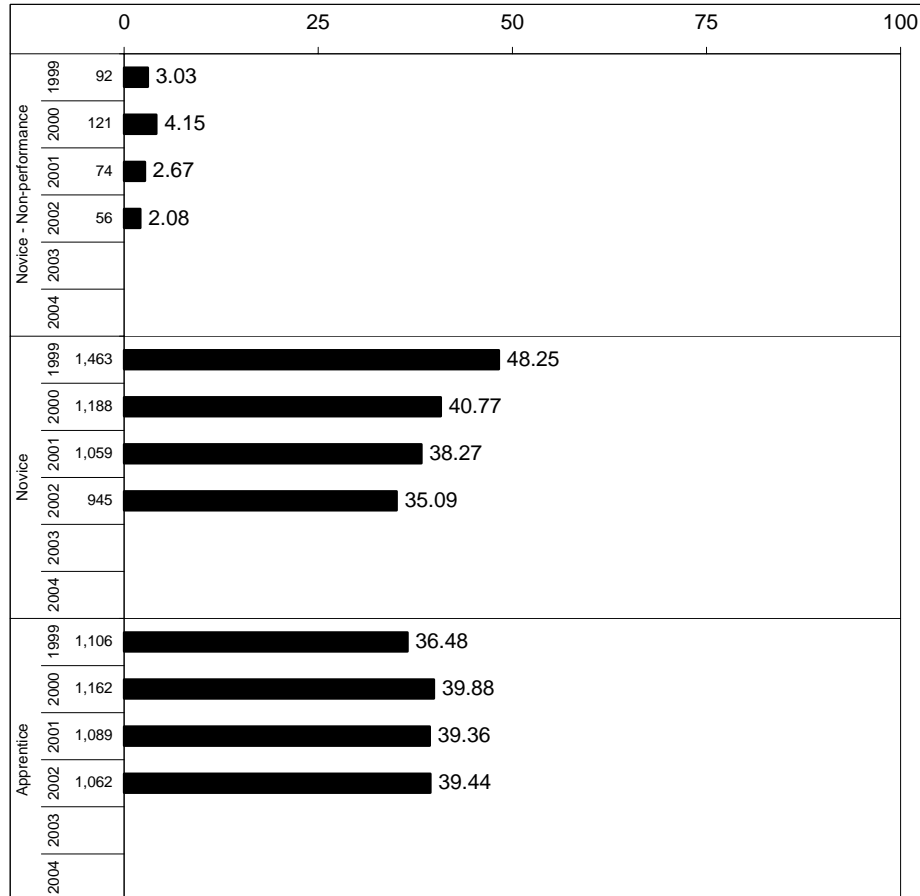
Legend: Number of students is listed first. **Bold** = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 11

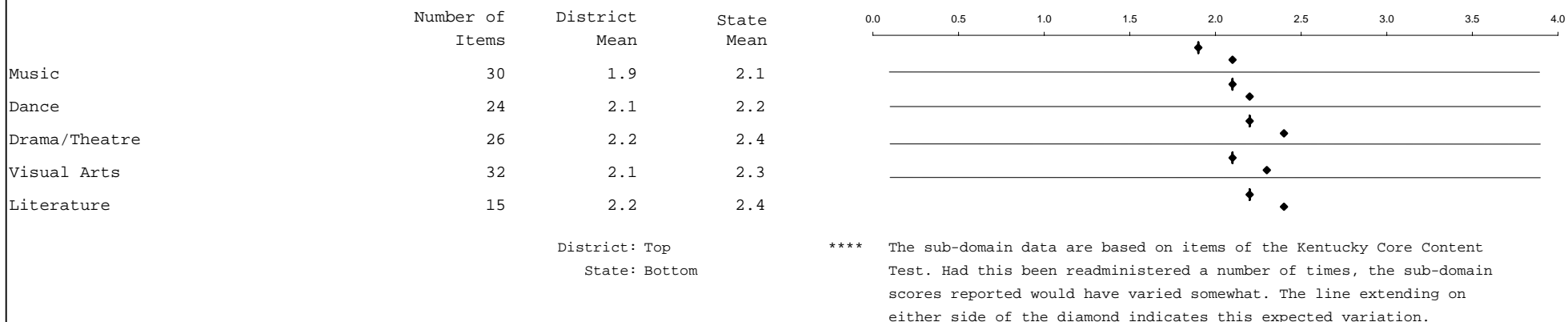




SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 11

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 11

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE									School -State Mean	
			Percents									No. Observations	Percents									Mean
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean				
1.x.x - Music	6	1,330	2	6	24	45	19	4	1.9	0.0	20,163	2	6	19	42	23	7	2.0	-0.1			
2.x.x - Dance	4	887	2	12	21	40	21	4	1.8	0.0	13,288	2	10	20	38	23	7	1.9	-0.1			
3.x.x - Drama/Theatre	4	874	1	6	21	43	22	7	2.0	0.0	13,131	2	5	16	41	26	10	2.2	-0.2			
4.x.x - Visual Arts	6	1,316	2	6	23	42	19	8	1.9	0.0	19,637	1	4	18	41	26	10	2.2	-0.3			
5.x.x - Literature	4	875	1	7	26	41	20	6	1.9	0.0	13,319	1	5	20	39	26	9	2.1	-0.2			
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult									Correct	Incorrect	Omit/Mult <td colspan="5"></td>						
1.x.x - Music	24	5,265	55	45	0						0.55	0.01	79,155	60	40	0						
2.x.x - Dance	20	4,405	66	34	0						0.66	0.01	66,587	70	30	0						
3.x.x - Drama/Theatre	22	4,853	61	39	0						0.61	0.01	73,045	65	35	0						
4.x.x - Visual Arts	26	5,707	59	41	0						0.59	0.01	85,805	63	37	0						
5.x.x - Literature	11	2,410	59	41	0						0.59	0.01	36,078	63	37	0						



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 11

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>					
16 How many of the arts and humanities questions tested things you learned in school	173	6%	(11%)	1,270	48%	(50%)	944	35%	(29%)	196	7%	(6%)	80	3%	(5%)			
	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
17 How well do you think you did on this test	158	6%	(7%)	606	23%	(24%)	1,570	59%	(55%)	250	9%	(9%)	79	3%	(5%)			
	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
18 How hard did you try on this test	50	2%	(2%)	178	7%	(8%)	466	17%	(21%)	1,890	71%	(64%)	79	3%	(5%)			
	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>			<u>Invalid Response</u>		
19 During a typical school week, how much class time do you spend on arts and humanities	444	17%	(23%)	612	23%	(23%)	607	23%	(22%)	328	12%	(9%)	599	22%	(18%)	73	3%	(4%)
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>			<u>Invalid Response</u>		
20 How often do you complete written assignments about arts and humanities	516	19%	(26%)	822	31%	(35%)	470	18%	(14%)	500	19%	(13%)	278	10%	(6%)	77	3%	(4%)
	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>											
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	1,613	61%	(58%)	900	34%	(35%)	150	6%	(7%)									

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002

KENTUCKY PERFORMANCE REPORT

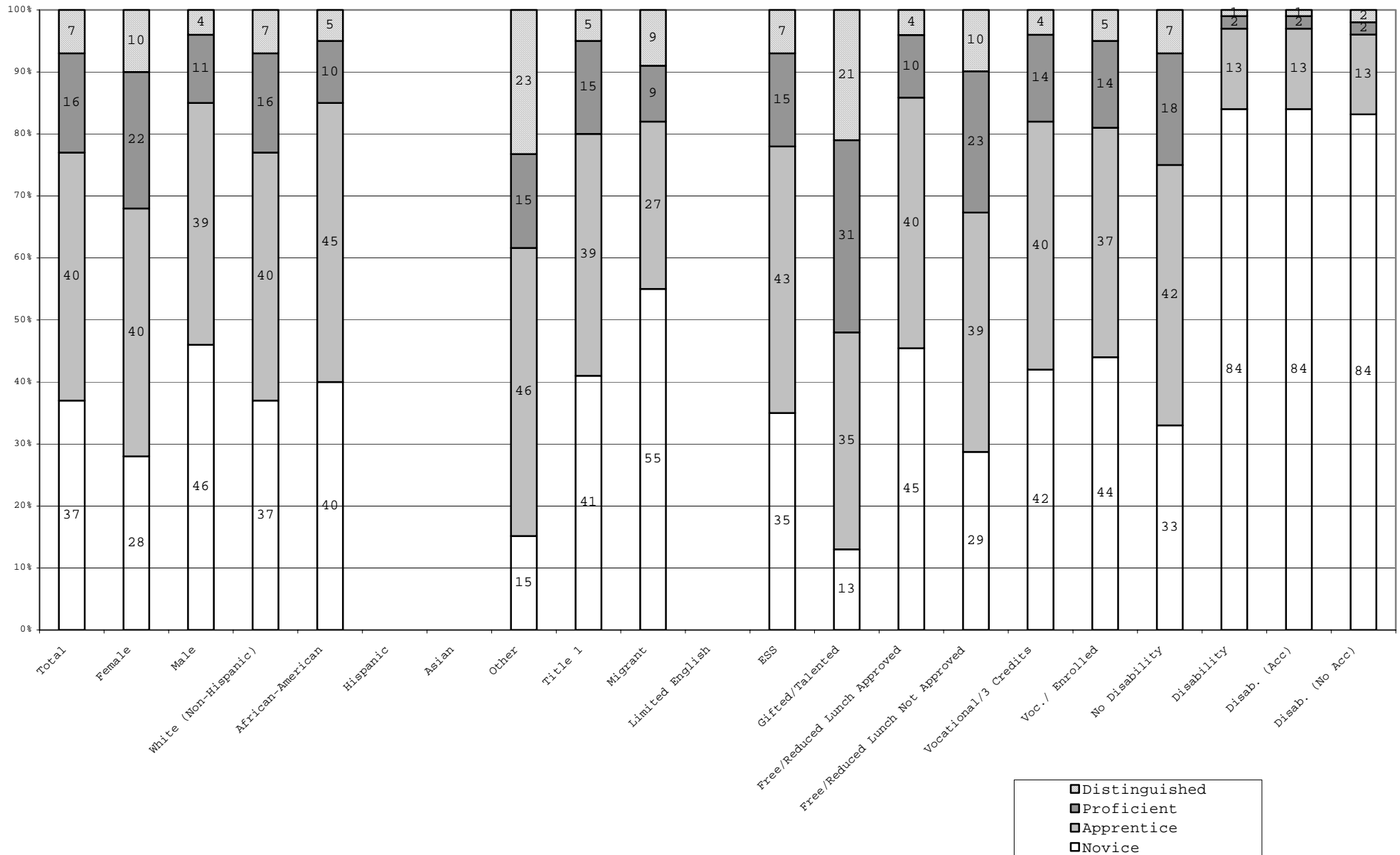
ARTS & HUMANITIES DISAGGREGATION

Performance Level Percents

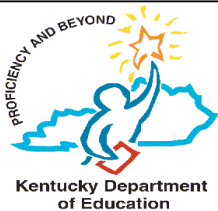
District: REGION 8

Code: 908

Grade: 11

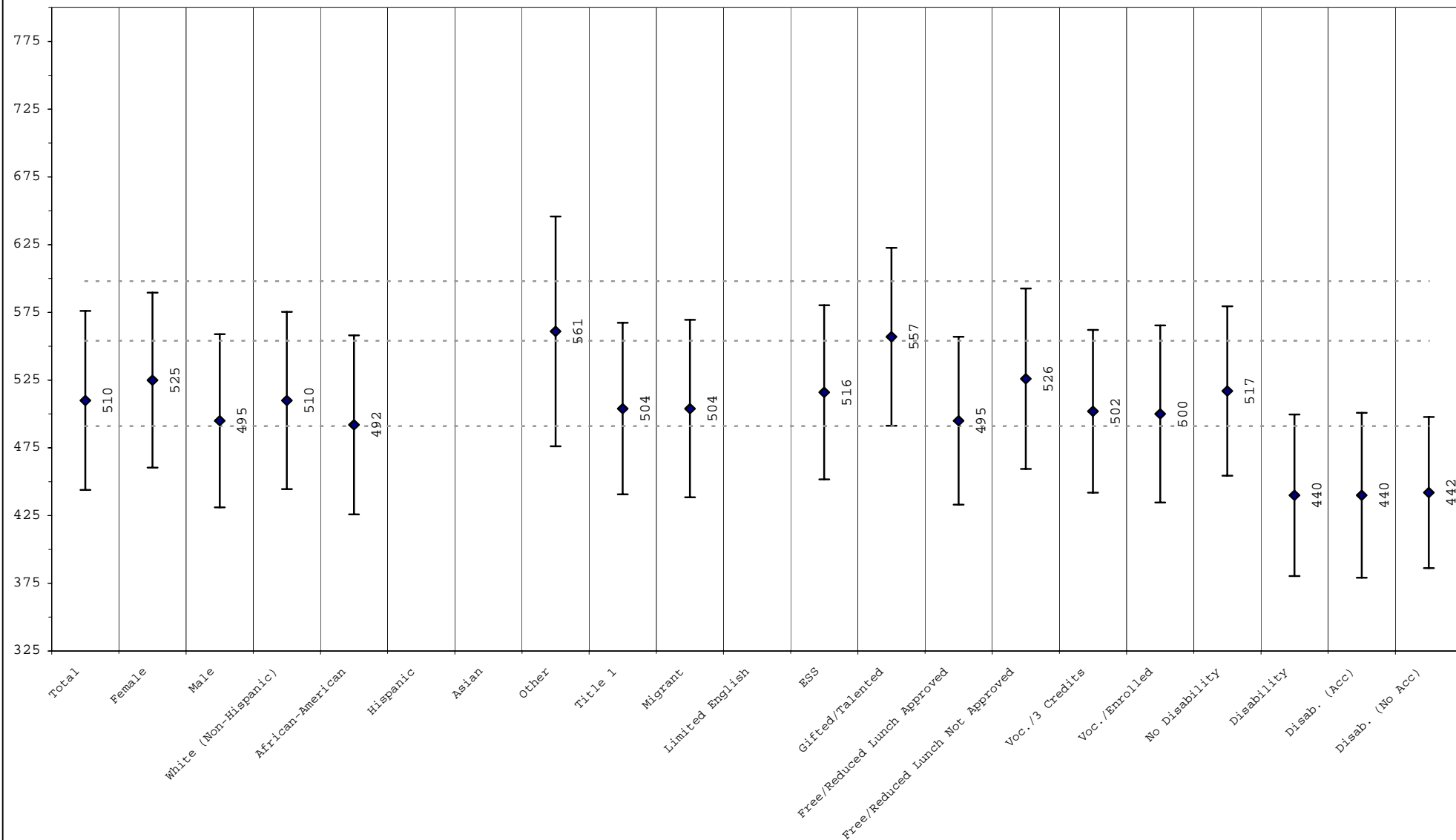


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							2,663		510 (1.3)	40,170		523 (0.3)
Gender:												
Female							1,315	49%	525 (1.8)	20,033	50%	537 (0.5)
Male							1,347	51%	495 (1.7)	20,100	50%	510 (0.5)
Gap Female vs Male									30*			27*
Ethnicity												
White (Non-Hispanic)							2,609	98%	510 (1.3)	35,552	89%	526 (0.4)
African-American							20	1%	492 (14.8)	3,339	8%	496 (1.2)
Hispanic							3			307	1%	515 (3.9)
Asian							6			324	1%	554 (4.7)
Other							13		561 (23.5)	479	1%	513 (3.3)
Gap White vs African American									18			30*
Gap White vs Hispanic												11*
Gap White vs Asian												-28*
Gap White vs Other									-51*			13*
Title I												
Participating Students							1,114	42%	504 (1.9)	4,306	11%	504 (1.0)
Not Participating							1,549	58%	514 (1.7)	35,864	89%	526 (0.4)
Gap Participating vs Non-Participating									-10*			-22*
Migrant Program												
Participating Students							11		504 (19.8)	104		489 (6.2)
Not Participating							2,652	100%	510 (1.3)	40,066	100%	523 (0.3)
Gap Participating vs Non-Participating									-6			-34*
Limited English Proficiency												
Participating Students							1			128		480 (6.1)
Not Participating							2,662	100%	510 (1.3)	40,042	100%	524 (0.3)
Gap Participating vs Non-Participating												-44*
Extended School Services												
Participating Students							482	18%	516 (2.9)	5,570	14%	519 (0.9)
Not Participating							2,181	82%	509 (1.4)	34,600	86%	524 (0.4)
Gap Participating vs Non-Participating									7*			-5*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 8
 Code: 908
 Grade: 11

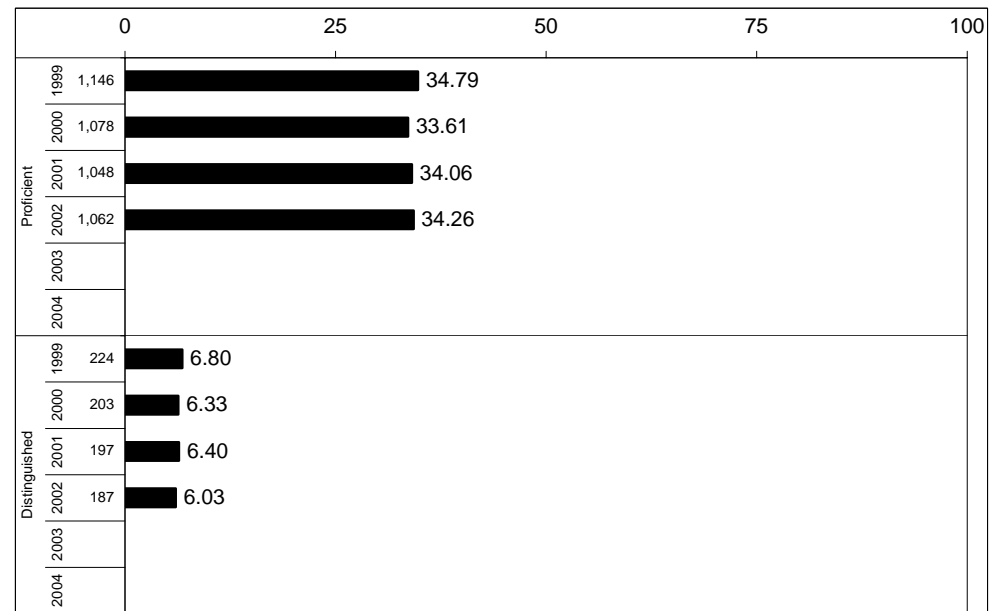
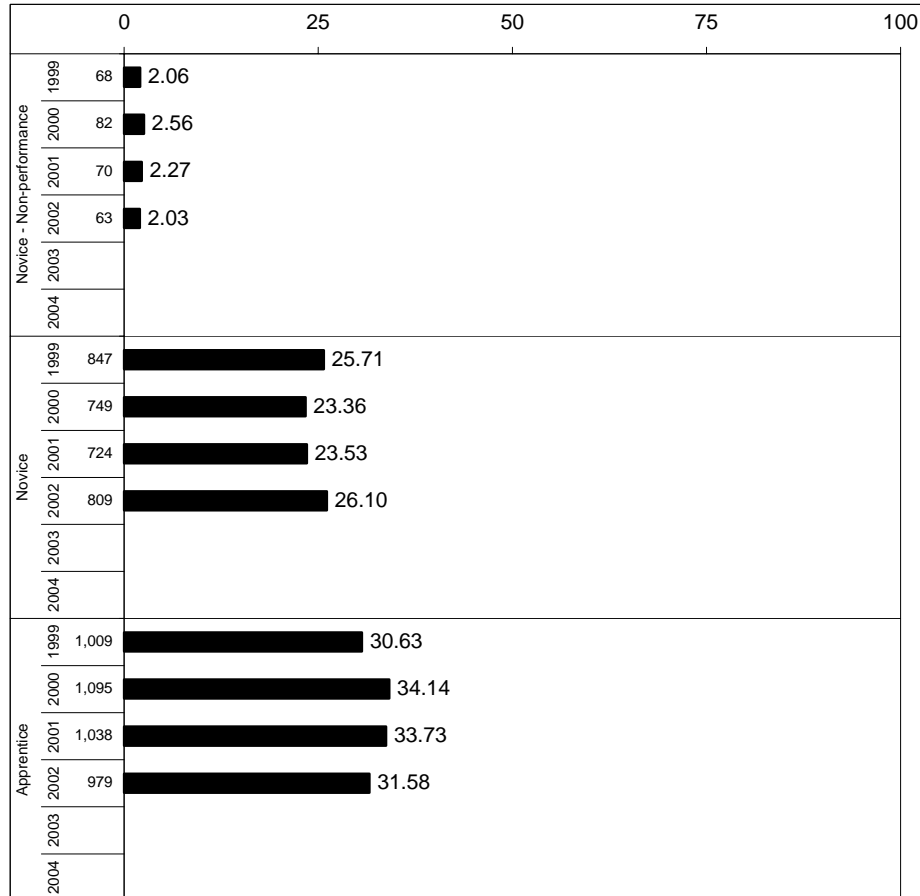
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							439	16%	557 (3.1)	6,341	16%	580 (0.9)
Not Participating							2,224	84%	501 (1.3)	33,829	84%	513 (0.4)
<i>Gap Participating vs Non-Participating</i>									56*			67*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,397	52%	495 (1.7)	11,677	29%	497 (0.6)
Not Approved (includes not coded)							1,266	48%	526 (1.9)	28,493	71%	534 (0.4)
<i>Gap Approved vs Not Approved</i>									-31*			-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							914	34%	502 (2.0)	16,397	41%	516 (0.5)
Enrolled, student not concentrating							581	22%	500 (2.7)	7,622	19%	521 (0.8)
Not Vocational/Technical Education							1,168	44%	522 (2.0)	16,151	40%	532 (0.6)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									20*			16*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									22*			11*
Disability Status												
Students without Disabilities (includes not coded)							2,418	91%	517 (1.3)	37,147	92%	529 (0.3)
Students with Disabilities							245	9%	440 (3.8)	3,023	8%	448 (1.1)
Tested with Accommodations							189	7%	440 (4.4)	1,866	5%	439 (1.4)
Tested without Accommodations							56	2%	442 (7.5)	1,157	3%	463 (1.9)
<i>Gap With vs Without</i>									-77*			-81*
Alternate Portfolio							30	1%		344	1%	
Exemptions (On-Demand)												
Medical							1			87		
LEP										105		
Other							13			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: REGION 8
 Code: 908
 Grade: 10





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: REGION 8
 Code: 908
 Grade: 10

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	41	2.2	2.3									
Physical Education	N/A											
Consumerism	17	2.1	2.3									
Jobs/Careers	51	2.1	2.2									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: REGION 8
 Code: 908
 Grade: 10

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE									School -State Mean	
			Percents									Mean	Percents									Mean
			B	0	1	2	3	4	B	0			1	2	3	4						
PRACTICAL LIVING																						
1.x.x - Health	9	2,279	0	5	26	40	23	5	2.0	0.0	33,503	1	4	23	40	25	7	2.1	-0.1			
2.x.x - Physical Education	2	510	1	6	23	45	20	5	1.9	0.0	7,358	1	5	19	41	26	8	2.1	-0.2			
3.x.x - Consumerism	3	762	1	7	25	37	24	5	1.9	0.0	11,022	1	4	23	39	26	7	2.1	-0.2			
VOCATIONAL STUDIES																						
4.x.x - Job/Career	10	2,531	1	5	26	43	21	4	1.9	0.0	37,167	1	4	23	40	26	7	2.1	-0.2			



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: REGION 8
 Code: 908
 Grade: 10

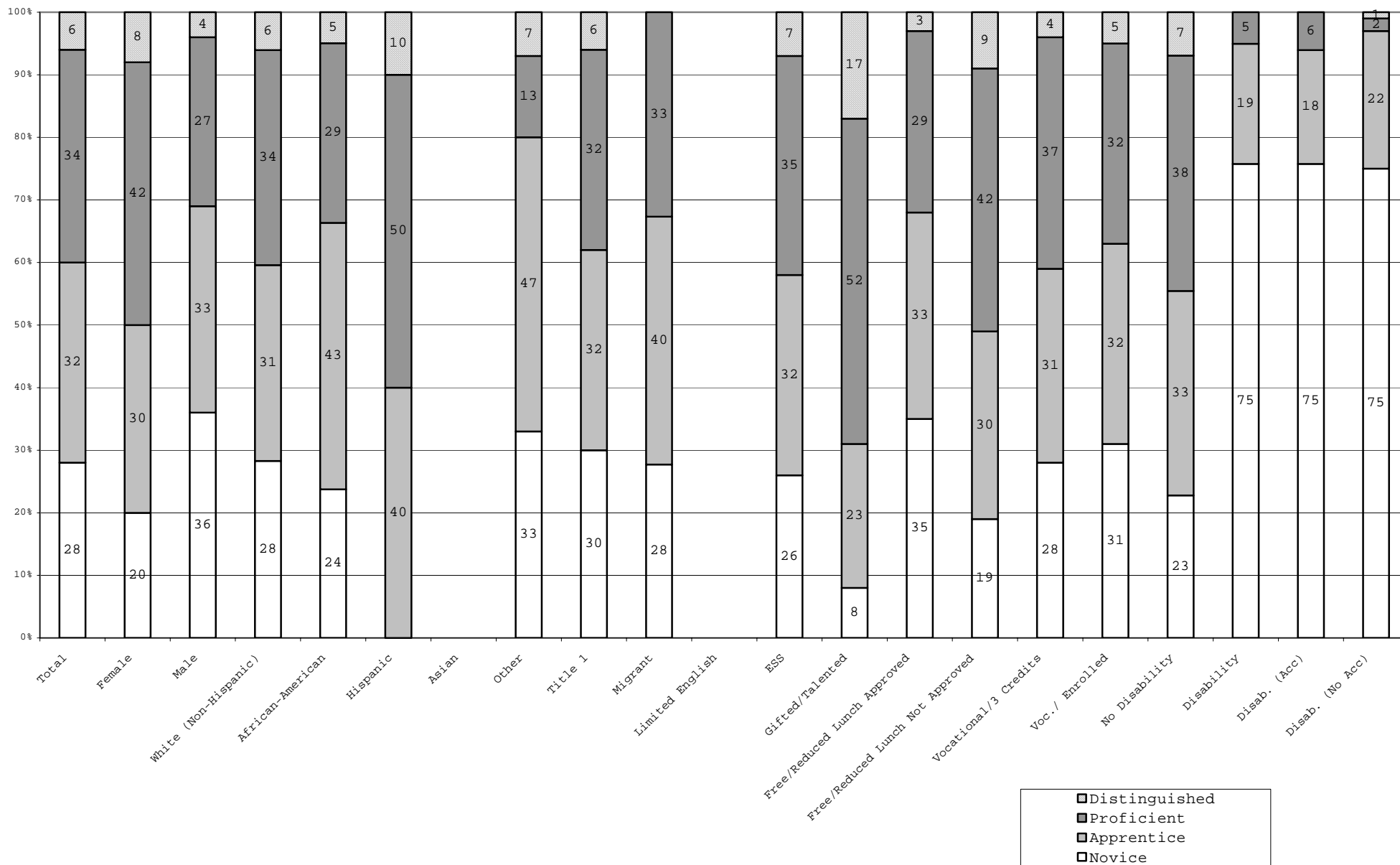
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	243 8% (11%)	1,312 43% (48%)	1,198 39% (31%)	222 7% (6%)	95 3% (4%)
17 How well do you think you did on this test	I Did Very Poorly 66 2% (2%)	I Did Poorly 320 10% (11%)	I Did Well 2,175 71% (68%)	I Did Very Well 405 13% (14%)	Invalid Response 104 3% (5%)
18 How hard did you try on this test	I Did Not Try 55 2% (2%)	I Tried a Little 139 5% (6%)	I Tried a Lot 651 21% (25%)	I Tried Very Hard 2,129 69% (62%)	Invalid Response 96 3% (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: REGION 8
Code: 908
Grade: 10

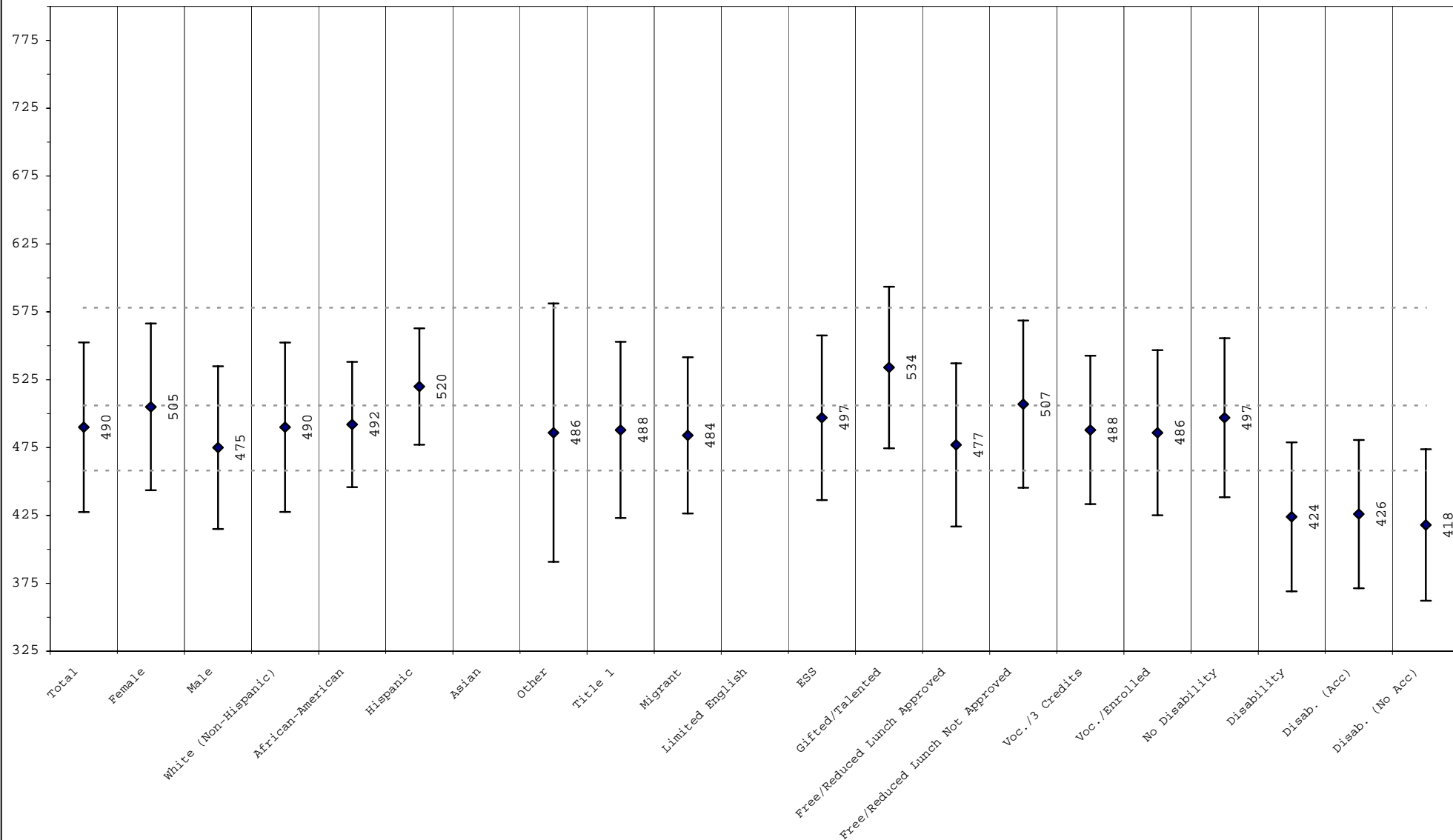


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: REGION 8
 Code: 908
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: REGION 8
 Code: 908
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							3,070		490 (1.1)	44,899		503 (0.3)
Gender:												
Female							1,499	49%	505 (1.6)	21,848	49%	514 (0.4)
Male							1,567	51%	475 (1.5)	23,012	51%	492 (0.4)
Gap Female vs Male									30*			22*
Ethnicity												
White (Non-Hispanic)							3,010	98%	490 (1.1)	39,187	87%	506 (0.3)
African-American							21	1%	492 (10.1)	4,270	10%	476 (1.0)
Hispanic							10		520 (13.6)	394	1%	485 (3.4)
Asian							7			357	1%	520 (3.8)
Other							15		486 (24.6)	535	1%	500 (2.9)
Gap White vs African American									-2			30*
Gap White vs Hispanic									-30*			21*
Gap White vs Asian												-14*
Gap White vs Other									4			6*
Title I												
Participating Students							1,302	42%	488 (1.8)	4,899	11%	487 (0.9)
Not Participating							1,768	58%	491 (1.4)	40,000	89%	505 (0.3)
Gap Participating vs Non-Participating									-3			-18*
Migrant Program												
Participating Students							40	1%	484 (9.1)	222		477 (3.7)
Not Participating							3,030	99%	490 (1.1)	44,677	100%	503 (0.3)
Gap Participating vs Non-Participating									-6			-26*
Limited English Proficiency												
Participating Students							2			177		462 (4.4)
Not Participating							3,068	100%	490 (1.1)	44,722	100%	503 (0.3)
Gap Participating vs Non-Participating												-41*
Extended School Services												
Participating Students							551	18%	497 (2.6)	6,632	15%	498 (0.8)
Not Participating							2,519	82%	488 (1.3)	38,267	85%	504 (0.3)
Gap Participating vs Non-Participating									9*			-6*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: REGION 8
 Code: 908
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							393	13%	534 (3.0)	6,628	15%	552 (0.8)
Not Participating							2,677	87%	483 (1.2)	38,271	85%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>									51*			58*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,770	58%	477 (1.4)	15,199	34%	480 (0.5)
Not Approved (includes not coded)							1,300	42%	507 (1.7)	29,700	66%	515 (0.4)
<i>Gap Approved vs Not Approved</i>									-30*			-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							903	29%	488 (1.8)	15,478	34%	501 (0.5)
Enrolled, student not concentrating							852	28%	486 (2.1)	11,212	25%	501 (0.6)
Not Vocational/Technical Education							1,315	43%	493 (1.9)	18,209	41%	506 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									5			5*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									7*			5*
Disability Status												
Students without Disabilities (includes not coded)							2,743	89%	497 (1.1)	40,849	91%	509 (0.3)
Students with Disabilities							327	11%	424 (3.0)	4,050	9%	437 (0.9)
Tested with Accommodations							239	8%	426 (3.5)	2,479	6%	431 (1.1)
Tested without Accommodations							88	3%	418 (6.0)	1,571	3%	446 (1.6)
<i>Gap With vs Without</i>									-73*			-72*
Alternate Portfolio							30	1%		344	1%	
Exemptions (On-Demand)												
Medical							4			75		
LEP							2			194		
Other							3			35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: REGION 8
 Code: 908
 Grade: 09

NRT Accountability Data by Year

Grade 9

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	3897	99	2.5	1448	37.2	923	23.7	834	21.4	593	15.2
2000	3693	71	1.9	1329	36.0	925	25.0	765	20.7	603	16.3
2001	3619	38	1.1	1299	35.9	900	24.9	755	20.9	627	17.3
2002	3337	29	0.9	1124	33.7	833	25.0	716	21.5	635	19.0
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: REGION 8
 Code: 908
 Grade: 09

	Number of		Pct. of		Reading		Language		Mathematics		Total Battery		Quartiles			
	Students	Total	NCE	NP	NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	3,337		47.9	46	45.7	42	43.1	37	44.9	41	35%	25%	21%	19%		
Gender:																
Female	1,577	47%	53	56	51.5	53	43.4	38	48.8	48	27%	26%	24%	23%		
Male	1,740	52%	43.5	38	40.6	33	42.9	37	41.4	34	41%	24%	19%	15%		
(Not Coded)	20	1%														
Ethnicity																
White (Non-Hispanic)	3,203	96%	47.9	46	45.8	42	43	37	44.9	41	35%	25%	21%	19%		
African-American	23	1%	47.3	45	44.6	40	35.2	24	41.1	34	39%	26%	30%	4%		
Hispanic	8															
Asian	7															
Other	9															
(Not Coded)	87	3%														
Served by Title I	1,381	41%	46.8	44	44.3	39	40.9	33	43.1	37	38%	25%	21%	16%		
Served by Migrant Program	20	1%	42.6	36	39.4	31	34.7	23	37.1	27	50%	30%	15%	5%		
Students with Limited English Proficiency	3															
Served by Extended School Services	426	13%	47.7	46	44.7	40	42.7	37	44.2	39	35%	29%	21%	15%		
Served by Gifted and Talented Program	409	12%	64.4	75	64.7	76	63.3	74	66.3	78	5%	12%	26%	56%		
Free and Reduced Lunch Program																
Approved for Free/Reduced Priced Meals	1,987	60%	44.4	40	41.8	35	38.7	30	40.4	33	42%	26%	19%	13%		
Not Approved (includes not coded)	1,350	40%	53.1	56	51.6	53	49.5	49	51.5	53	23%	23%	26%	28%		
Vocational/Technical Education																
Plans to/completed 3 credits in career area	1,161	35%	47.7	46	45.4	41	42.6	36	44.4	40	34%	28%	20%	18%		
Enrolled, student not concentrating	1,347	40%	49.7	50	47.8	46	44.8	40	46.9	44	31%	25%	22%	22%		
Disability Status																
Students without Disabilities (includes not coded)	2,899	87%	50.8	52	48.8	48	46.5	43	48.5	47	27%	27%	24%	22%		
Students with Disabilities	438	13%	28.9	16	25.7	12	20.3	8	21.4	9	85%	12%	3%	0%		
Tested with Accommodations	346	10%	28.9	16	26.1	13	19.7	8	21.3	9	86%	12%	2%	0%		
Tested without Accommodations	92	3%	29	16	24.3	11	22.4	10	21.5	9	84%	12%	3%	1%		
Alternate Portfolio	37	1%														
			Number Exemptions:				Medical		LEP		Other					
							6		4		2					

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.